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ABSTRACT

These two mini-units are designed to supplement the areas of study dictated by the Core Knowledge Sequence, a content-rich curriculum used in the educator/curriculum developer's school. The mini-units fall in the middle of a 6-month-long study of the Middle Ages and incorporate the depth of content required to support the larger unit on the Middle Ages. The units include appropriate fourth-grade skills and interdisciplinary connections. The first mini-unit on the Crusades contains five lessons, each of which lists educational objectives for students, study procedures, and evaluation procedures. The unit contains a 21-item bibliography and a list of videos and other resources. Appended are comprehension questions, poems, and informational material. The second mini-unit, Islam, contains the same number of lessons with the same objectives and procedures. This unit contains a 20-item bibliography and a list of videos and resources. Appended are a vocabulary list, comprehension questions, a list of English words of Arabic origin, and informational materials. (BT)

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The Crusades and Islam

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By Laurie Serota
Fulbright-Hays Summer Seminar
Israel-Jordan 1998

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FROM 2 TO 120

The Crusades and Islam

Introduction

These two mini-units fall in the middle of a six month long study of The Middle Ages. These units are designed to supplement the areas of study dictated by The Core Knowledge Sequence, the content rich curriculum used by my school. Both the Crusades and Islam are topics of study in the fourth grade World History section of The Core Knowledge Sequence. These mini-units will incorporate the depth of content required to support the larger unit on The Middle Ages, and will also include appropriate fourth grade skills and interdisciplinary connections. Many of the lessons in these two mini-units and the information in them will be drawn firsthand from my experiences in the countries of Israel and Jordan in the summer of 1998.

The Crusades

Lesson One

Objective- The students will understand the goal of the Crusades and the underlying causes. Students will locate on a time line of The Middle Ages where the Crusades fell.

Procedure- We will begin by examining a previously created time line of The Middle Ages to see when The Crusades happened. We will read several overviews explaining in general what the Crusades were about, who the Crusaders were, who they fought against and what the goals were of both sides. Students will take turns reading aloud the handouts to attain a general knowledge of The Crusades, pausing to reiterate the key points. (See Appendix)

Evaluation- Students will answer a sheet of written comprehension questions to reinforce the reading material and oral discussion. (See Appendix)

Lesson Two

Objective- Students will examine several maps in order to identify the route the Crusaders took to the Holy Land. Students will understand what the conditions of the journey were like.

Procedure- First students will identify the countries from which the Crusaders originated and shade them a light blue. Next they will find Jerusalem and what is now Israel on the map and shade them light green. After this we will trace the routes of The Crusaders to the Holy Land in red. Finally I will read aloud a few descriptions of what happened along the way from books such as *The Crusaders, Warriors of God* by Georges Tate and *Jewish Literacy* by Rabbi Joseph Telushkin. We will discuss what these journeys were like for those on The Crusades and for those in the areas they passed through.

Evaluation- Describe in a one paragraph diary entry what this journey to the Holy Land was like for a Christian Pilgrim using adjectives, a topic sentence, five supporting sentences and a properly indented beginning.

Lesson Three

Objective- Students will study the significance of the city of Jerusalem to the Christians, the Muslims and the Jews through photos, slides, art prints and discussion. (Another possibility would be to show National Geographic's video of Jerusalem).

Procedure- First the students will see a slide show narrated by me of photos of Jerusalem and the holy sites of the three religions of Judaism, Christianity and Islam. We will discuss the significance of the Western Wall, The Church of the Holy Sepulcher and the Dome of the Rock. I will also read the section on Jerusalem from *The Atlas of Holy Places and Sacred Sites* by Colin Wilson describing each site in detail. We will look at art prints of scenes of Jerusalem as it appears now and prints from the time of The Crusades. I will read aloud the section on Jerusalem from the book *Metropolis, Ten Cities Ten Countries* by Albert Lorenz describing the layout of 11th century Jerusalem (pgs. 2-7).

Evaluation- Students will pick one of the three holy sites to recreate with colored pencils or with a permanent black marker and water color paints. Underneath their picture will need to be three well written, descriptive sentences about the significance of that holy site to the religion it represents.

Lesson Four

Objective- Students will examine the sequence of The Crusades and an over view of what happened particularly in the First Crusade, The Third Crusade and The Children's Crusade. Students will learn about Saladin and Richard The Lion Hearted, leaders whose decisions and actions affected the outcome of The Crusades.

Procedure- Students will read through and discuss the sequence of events that made up The First Crusade using pages 14 - 15 from the book *Great Events That Changed The World* by Brian Delf and Richard Platt. Next we will examine the leaders of The Third Crusade and what the outcome of it was. I will read aloud the picture book *Saladin* by Marion Khalidi and the sheet "The Perfect Knight" about Richard The Lion Hearted. (See Appendix) Finally I will read excerpts from *The Children's Crusade* by George Zabriskie Gray.

Evaluation- Students will write what they would have done if they had been given the opportunity to go on The Children's Crusade. They need to decide if they would have gone or not and why. Again they must write a well constructed paragraph.

Lesson Five

Objective- Students will work in partners using research, art and writing skills to create an informational poster on The Crusades.

Procedure- Students will use the books on display in the room and the handouts we have read to create the poster. The requirements of the poster will be a title, a timeline of The Crusades, one catchy slogan, one short poem, one short news article or interview of a Crusader and several illustrations. I will read the section of Usborne Books *The Medieval Messenger* called "The Crusade Special" to show examples of slogans and news

articles. I will also read two poems of very different style I wrote about The Crusades after a trip to Acre and Caesarea. (See Appendix)

Evaluation- The poster will be given a grade based upon content, quality of writing, fulfillment of the requirements, creativity, and neatness. The partners will stand up and present their posters to the class as a culminating activity for this mini-unit.

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Videos and Other Resources

The Crusades with host Terry Jones, four videos at approx. 50 minutes each, A&E Home Video, British Broadcasting Company, 1995.

Make This Model Crusader Castle, Usborne, EDC Publishing, 1996.

Higgin's Armory Museum, Worcester, MA (508) 853-6015.

Calliope Magazine, *The First Crusade*, Volume Five, Number Three, 1995.

Appendix

Comprehension Questions - The Crusades

1. What is the definition of a crusade?

2. Who organized the First Crusade, when and why?

3. What was the result of The First Crusade and in what year did it occur?

4. Who was fighting against who during the Crusades and over what "prize?"

5. What types of people joined The Crusades and describe the conditions of the journey?

6. Tell one thing you learned that you were surprised about.

Poems

The Crusaders

Castles still standing intact
A way of life long past
Of marauding knights and poor peasants
Destruction left in their wake
Christians against Muslims
Sickness, starvation, fatigue
This the journey to the Holy Land

The First Crusade

The first organized Crusade captured Jerusalem in the year 1099,
For the inhabitants of the Holy Land it was surely a sign,
To Christians far and wide, Pope Urban the 2nd put out the call,
He was sure they'd conquer Jerusalem and the Muslims would fall,
After centuries of ruling there, the Muslims were driven out,
Thousands of Christian pilgrims arrived soon without a doubt,
The Church of the Holy Sepulcher containing Jesus grave was what they wanted to protect and to see,

To achieve this goal the Crusaders slaughtered thousands of Muslims and Jews or forced them to flee!

The Middle Ages by Sarah Howarth

THE CRUSADES

A scene from the Crusades. The Crusades were wars fought with great savageness. The Crusaders attacked Muslims, Jews, and other groups.

The Crusades were holy wars fought by Europeans believing they were upholding the Christian religion against the invasion of the Islamic religion. Many Crusades were waged between the eleventh and thirteenth centuries, but only the First Crusade really succeeded in its aims.

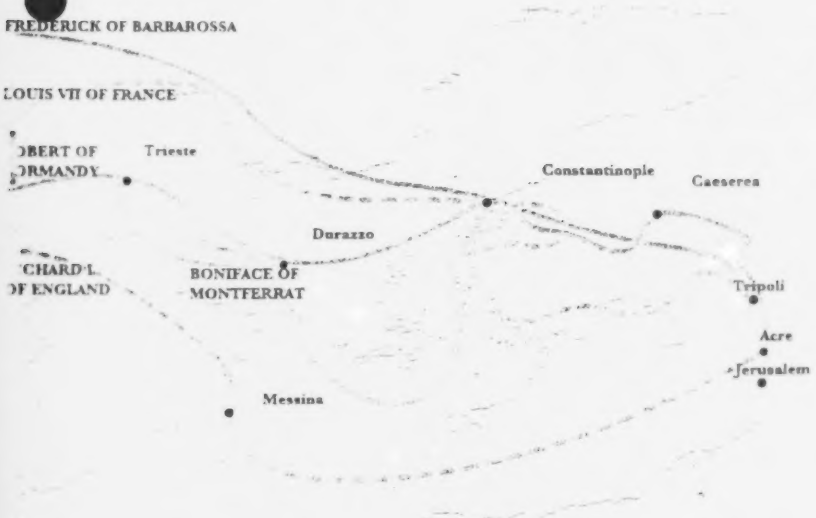
THE HOLY LAND

Medieval Christians greatly respected the lands of Palestine described in the Old and New Testaments. For many believers, a visit to this "Holy Land" to pray and worship was a lifetime's ambition.

Many did not believe that people of different religions could live peacefully together. The Catholic Church taught that Christianity was the only true religion. It aimed to convert those with different beliefs, like the Jews and Muslims.

Jerusalem itself had been ruled by Muslims from the seventh century. At first, relations between Christian pilgrims and the Muslims had been peaceful. Muslim traders provided food, transport, and other necessities for the pilgrims. The income that this exchange provided was useful to the local economy.

This map shows the routes taken by important knights leading the Crusaders to the Holy Land.



1096	FIRST CRUSADE
1147	SECOND CRUSADE
1189	THIRD CRUSADE
1204	FOURTH CRUSADE
1212	CHILDREN'S CRUSADE

This table shows when some of the most important Crusades took place. The Crusades attracted many different sorts of people, including peasants, and were not the well-disciplined fighting force hoped for.

In the eleventh century the relationship began to change. The Fatimid Caliphs of Egypt were thrown from power by the Seljuk Turks. These new rulers were much more aggressive, and Christian pilgrimage became a dangerous affair.

Make this journey and your sins will be forgiven.

Pope Urban II

A CALL FOR HELP

The increase in Seljuk power was viewed with alarm in western Europe. Developments at Jerusalem and in the Byzantine Empire (the Eastern Roman Empire) were especially worrying. Then, in 1095, the Byzantine emperor, Alexius Comnenus, wrote to the pope, desperately asking for help against the Turks.

A great Church council had been called to meet in Clermont in France late in the year 1095 by Pope Urban II. He explained that Christian holy places were in Turkish hands, and called on Christian believers to rescue the Holy Land. Those listening were told that the Crusade was God's will, and that if they died in the struggle their sins would be forgiven. The response was immediate. Crying "Deus vult," the Latin for "God wills it," many in the congregation vowed at once that they would set out on Crusade for the Holy Land.

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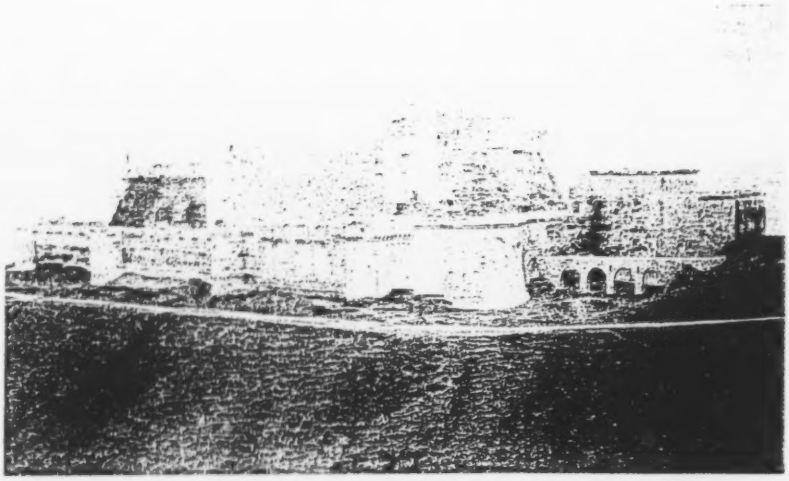
ON CRUSADE

Many different sorts of people answered the call to go on Crusade. The First Crusade attracted a large number of poor people who were led by a man from France named Peter the Hermit. In 1212 many children from France and Germany set out on Crusade, and in 1251 many shepherds left Europe for the Holy Land. All hoped to win back Jerusalem from the Muslims.

Fighting forces of knights also went on Crusade. The leaders of such bands included important noblemen and princes, such as Baldwin of Flanders, who fought in the First Crusade, and the Emperor Frederick Barbarossa from Germany, who was one of the leaders of the Third Crusade in 1189. King Richard I of England was a keen Crusader. He took part in the Third Crusade, and fought the Saracen leader, Saladin. He won an important battle at Jaffa, before being captured and held for ransom in Germany on his way back to England.

Richard I of England, with the red and gold shield, one of the leaders of the Third Crusade, fights the Saracen leader, Saladin. Saladin suggested that the two sides should make peace, and that Richard should marry Saladin's sister to seal the treaty. Christians were horrified at the idea.

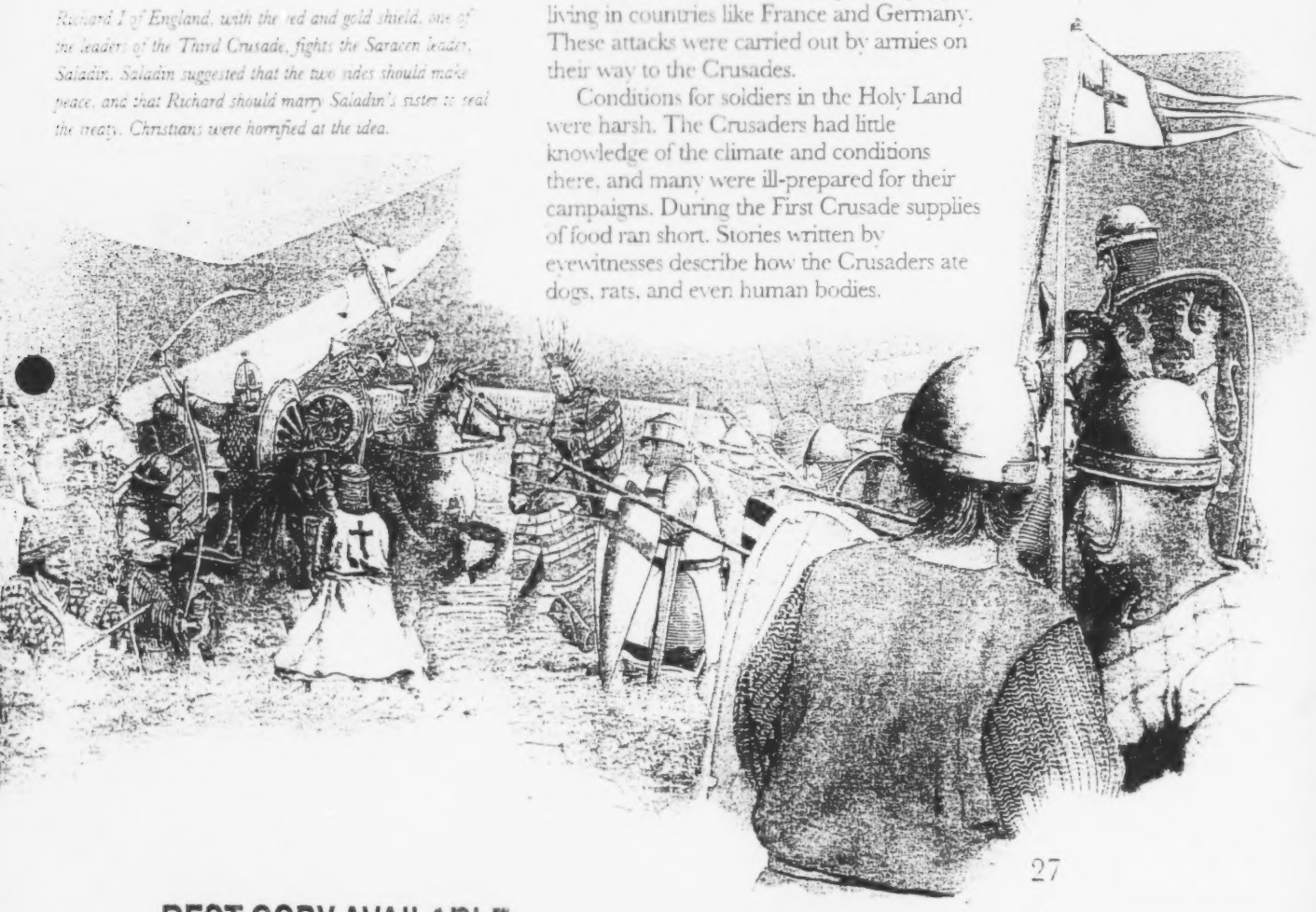


The castle of Krak des Chevaliers, built by the Crusader Knights of St. John in Syria. Castles of this type had a number of rings of fortifications.

VIOLENCE AND CANNIBALISM

The Crusades were marked by much violence and cruelty. Many Muslims were massacred, for example when the Crusaders took the city of Jerusalem in 1099. It was not only the Muslims who suffered. Attacks were also made on communities of Jewish people living in countries like France and Germany. These attacks were carried out by armies on their way to the Crusades.

Conditions for soldiers in the Holy Land were harsh. The Crusaders had little knowledge of the climate and conditions there, and many were ill-prepared for their campaigns. During the First Crusade supplies of food ran short. Stories written by eyewitnesses describe how the Crusaders ate dogs, rats, and even human bodies.



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THE CRUSADES

From "The Middle Ages" by Mike Corbishley

the areas of Europe that had become ristian – Christendom is the general name ten used – there were many devout followers the religion. Religious "orders" were set up, d followers lived in religious communities of onks and nuns. Special religious objects uch as the bones of a saint) and holy places rines) were treated with great respect. From e 4th century, within the Roman Empire eople made special journeys called pil- mages to these holy places.

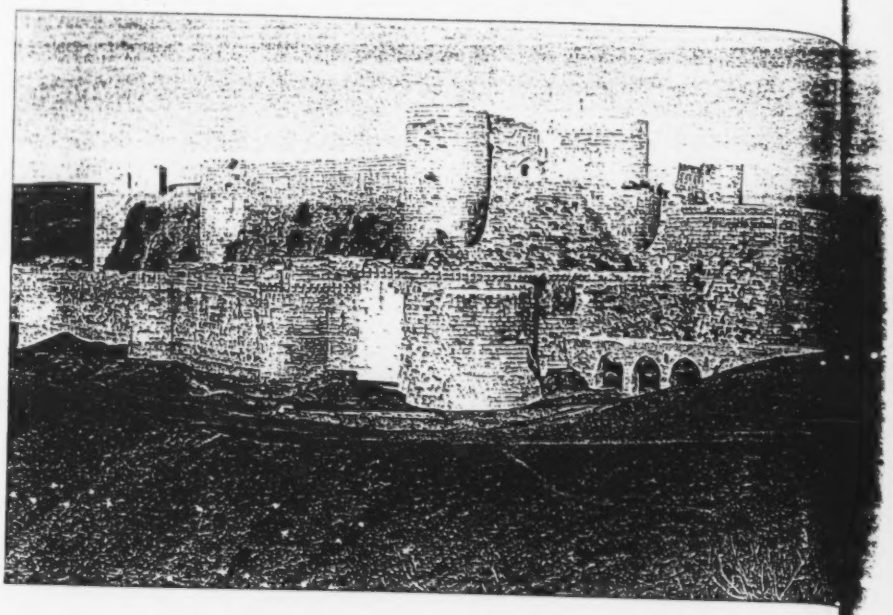
The Holy Land of Palestine was the most portant destination for pilgrims. But the rines of St Peter and St Paul in Rome became pular among pilgrims, especially after rusalem was taken by the Muslims in 638.

e Holy Land – lost to Christians

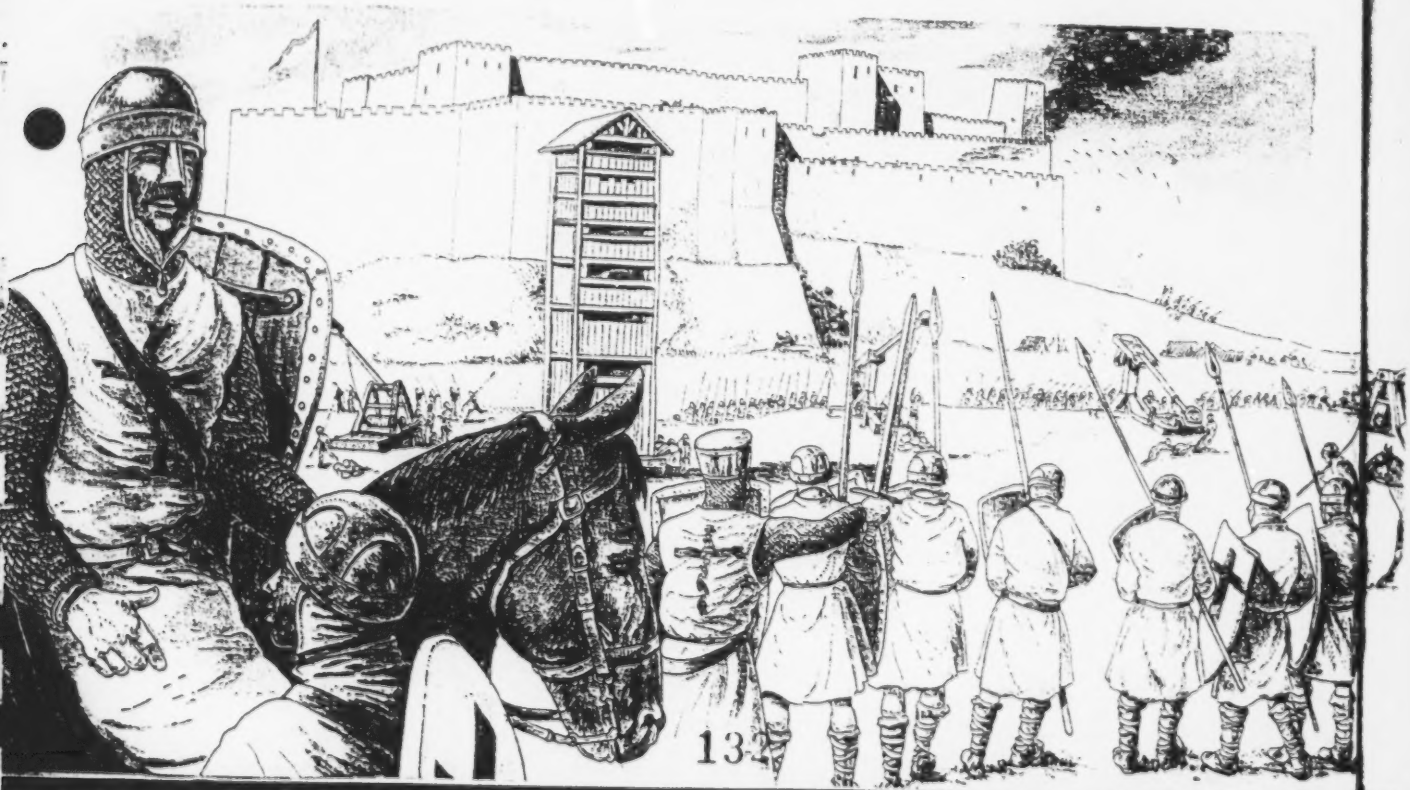
e Arab Muslims, followers of the prophet uhammad, did not stop Christians from iting the Holy Land. However, in 1076 rkish Muslims captured Jerusalem from the abs. They turned Christians away, arresting d torturing some pilgrims. The Christian peror in Constantinople called for help in hting these Turks.

hting for Christ

help the emperor, Pope Urban II in 1095 led for a "crusade" ("war of the cross") to win back the Holy Land from the "unbelievers." Huge numbers joined the cause and "took up the cross." The First Crusade won back Jerusalem within four years. Other crusades followed. There were many problems – not only in fighting the enemy but between the "Latin" Christians, who were led by Rome, and the "Greek" or "Orthodox" Christians, whose capital was Constantinople.



△ Krak des Chevaliers in Syria, a huge castle built by crusaders. Crusading knights formed into different "orders." Krak was held by the Knights of St John the Hospitalers (they were dedicated to defending the sick) from 1142 to 1271.



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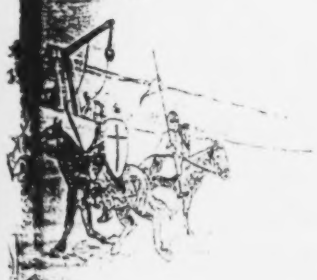
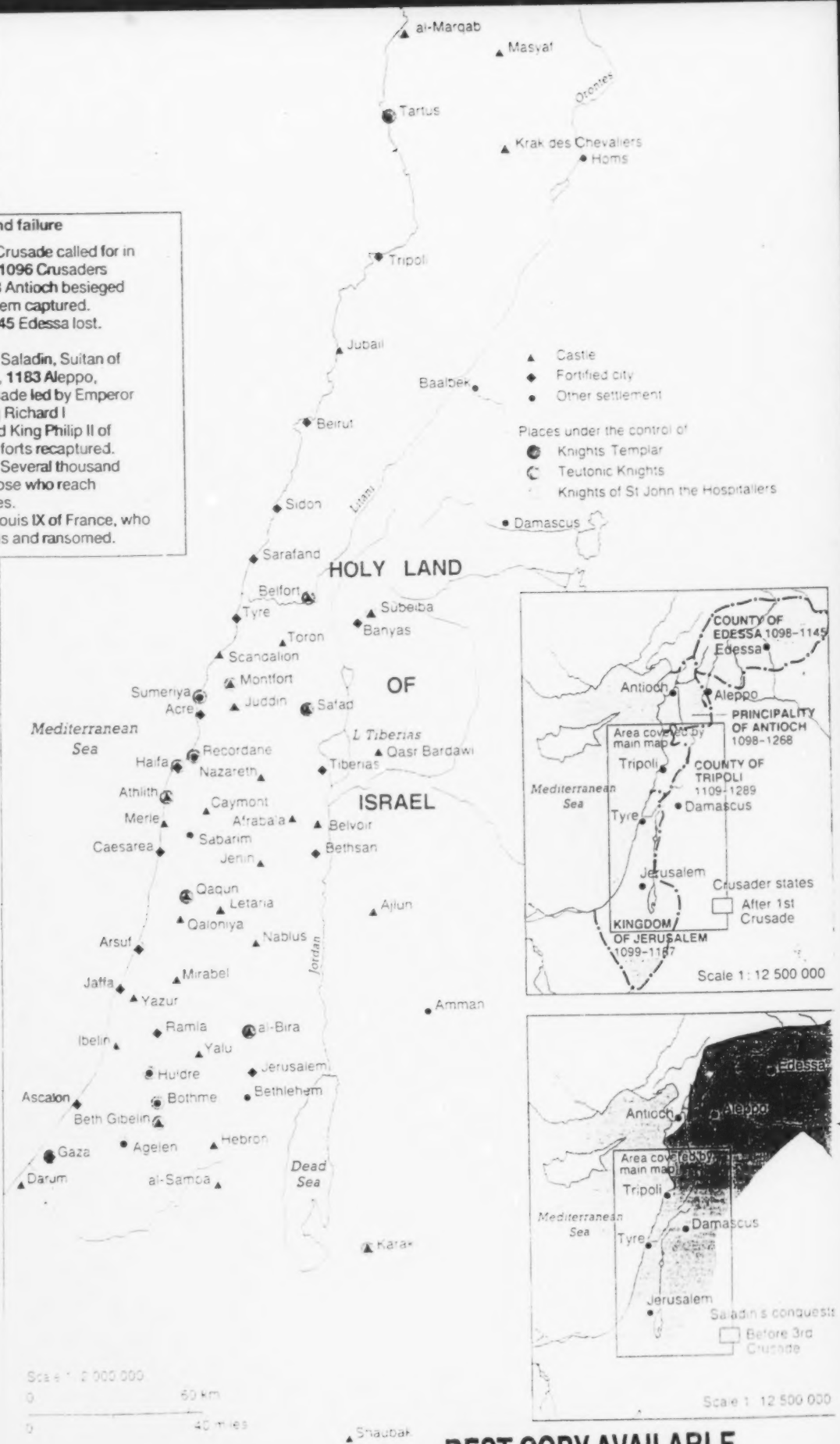
The Crusades: success and failure

First Crusade 1095: 1095 Crusade called for in the West by Pope Urban II. **1096** Crusaders reach Constantinople. **1098** Antioch besieged and captured. **1099** Jerusalem captured.
Second Crusade 1145: **1145** Edessa lost. Crusade achieves nothing.
Third Crusade 1189: **1174** Saladin, Sultan of Egypt, captures Damascus, **1183** Aleppo, **1187** Jerusalem. **1189** Crusade led by Emperor Frederick of Germany, King Richard I ("Lionheart") of England and King Philip II of France. Coastal towns and forts recaptured.
Children's Crusade 1212: Several thousand children go on crusade. Those who reach Alexandria are sold as slaves.
Crusade of 1248: Led by Louis IX of France, who is captured by the Egyptians and ransomed.

> Crusader states. The crusaders set about founding states in the Holy Land that could be held against the "unbelievers" and be organized like those in western Europe.

< A crusading army led by knights on horseback besieges a Muslim castle. Footsoldiers fought with spears and crossbows, and large siege-engines were also used. These included mangonels, which hurled great stones at the walls and could kill as many as twelve men with its blows.





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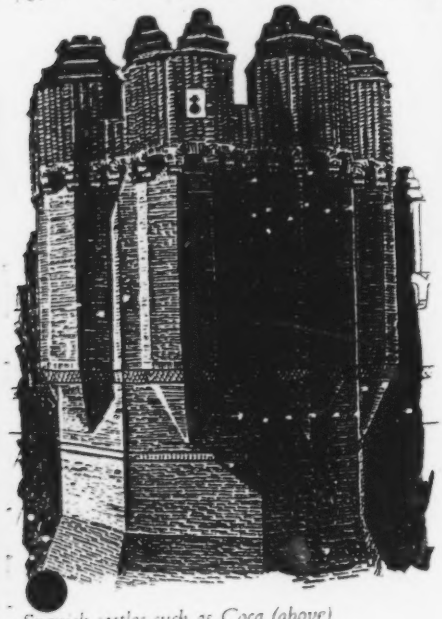
From "The World of the Medieval Knight" by Christopher Gravett



CRUSADES

A crusade is a campaign to protect Christianity, or to recapture Christian land or property. The first great crusade was organized by Pope Urban II in 1095. The Emperor of Byzantium (the area that stretched from modern Istanbul to Greece) asked for help against the Muslim Turks. A great army set out from western Europe and finally captured Jerusalem in 1099. Crusader states were set up in the Holy Land, but many soldiers then returned home. The Muslims became more united and eventually recaptured Jerusalem. There were six more major crusades, but they all failed. Even if they had been successful, the Christians could not have held Jerusalem with the few men who stayed behind. By 1291 the Muslims had pushed the Europeans out completely. Crusades took place in other places too: in Spain to drive out the Muslim Moors; in eastern Europe against heathen peoples; and even in France against heretics - Catholics who did not worship as the Pope wished.

Spanish castles such as Coca (above) were often influenced by Moorish decoration. In the Holy Land crusaders strengthened Muslim or Byzantine fortresses, and liked their castles to be protected on three sides by mountain crags or by water.

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his 12th-century horse-
her wears a coat of
mellar – small metal
ips laced together.
s bow of horn, wood
id sinew is recurved at
e ends for extra power.

Muslim Armies

Muslim forces came from different parts of south-east Asia and at first they were not particularly united. Under the great chief Saladin they combined and became a real threat. The Muslims used mounted archers on fast horses as well as heavier cavalry, and foot soldiers. The western knights were shot down as they tried to get to grips with them, or lost their precious warhorses to arrows. The picture opposite shows Richard I at the Battle of Arsuf in 1191 during the Third Crusade. The King protected his knights behind a marching wall of spearmen with shields, while archers and crossbowmen picked off Saladin's horse-archers. Richard wanted to force the Muslims closer so that his cavalry could charge out and destroy them. Unfortunately the knights at the end of the line charged out before the trumpet signal. Though successful, Richard knew that keeping his supply lines open was a problem, and finally made a treaty with Saladin, who was renowned for his chivalry.

Crusade facts

✶

There were seven major Crusades, taking place between 1095 and 1270.

✶

The Children's Crusade of 1212 was made up of peasants, including many children, from northern Europe. They did not get further than Rome.

✶

The Fourth Crusade in 1204 attacked Christian Constantinople, causing so much damage that the city fell to the Turks in 1453.

Warrior Monks

These thirteenth-century knights are monks who were members of the three main military Orders. The middle figure is a Templar, named after the Holy Temple in Jerusalem. A Hospitaller is on the right, and a knight of the German Teutonic Order on the left. These Orders were set up during the twelfth century. After the Holy Land was lost in 1291, the powerful Templars were abolished but the Hospitallers fought on in the Mediterranean area, while the Teutonic knights concentrated on fighting pagans in Eastern Europe.

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World History by Ken Hills

The Crusades

During the Middle Ages, many Christian pilgrims from Europe traveled to Palestine to worship at places associated with the life of Jesus Christ. In 1071, a Muslim people, the Seljuk Turks, conquered Palestine and brought these pilgrimages to an end. When Pope Urban II summoned European Christians to take up arms against the Muslims, thousands of knights and ordinary soldiers answered his call. For two centuries Christian armies strove to regain Palestine in wars called the Crusades.

1095–1099
First Crusade captures Jerusalem. Four Christian kingdoms set up in Holy Land

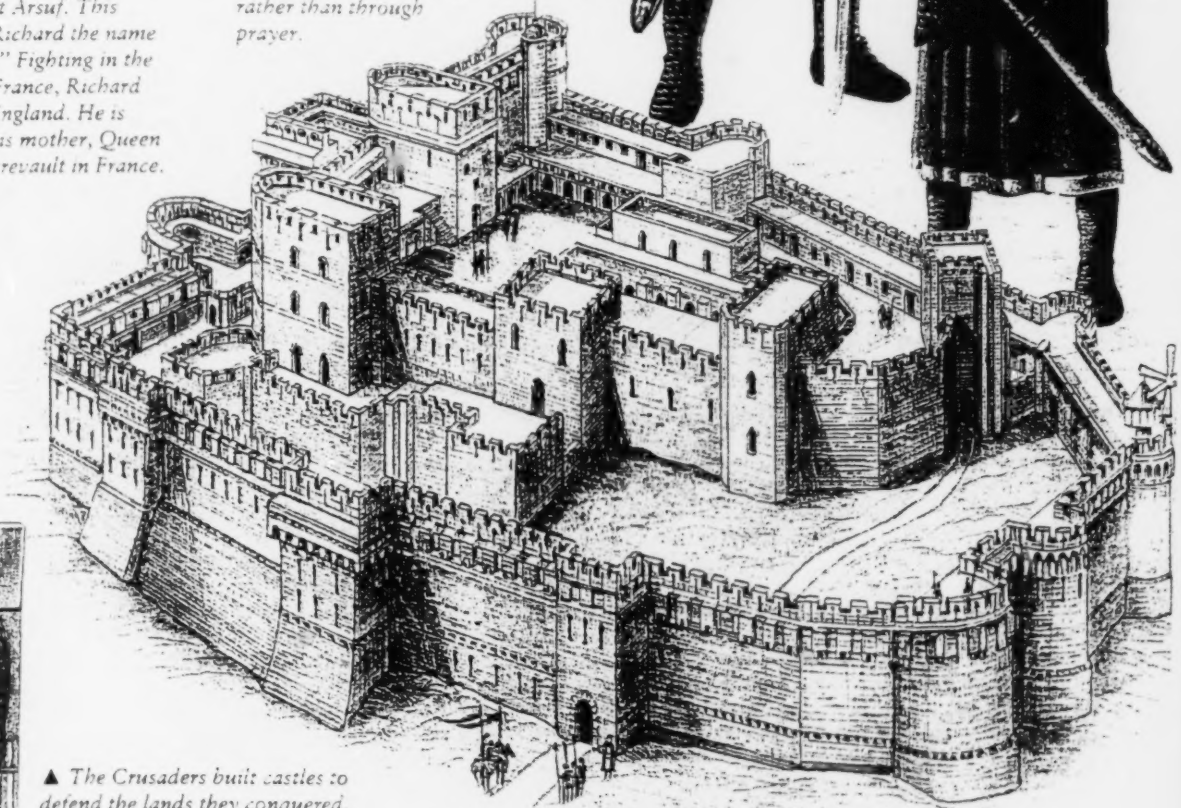
1187
Saladin, Sultan of Egypt, recaptures Jerusalem

1217–1221
The Fifth and last major Crusade

▼ *During the Crusades Muslims were called "Saracens" by the Christians. The Saracens were expert warriors on horseback.*

▼ *During the Third Crusade Richard I of England won a major victory when his troops captured the Saracen fortress of Acre and defeated the army of the Muslim leader Saladin at Arsuf. This victory earned Richard the name of "Lion-Heart." Fighting in the Holy Lands or France, Richard seldom visited England. He is buried next to his mother, Queen Eleanor, at Fontrevault in France.*

► *Among the most feared Christian warriors were the Knights Templars. They were members of a religious military order who chose to serve God by fighting rather than through prayer.*



▲ *The Crusaders built castles to defend the lands they conquered. The largest and strongest Crusader castle was Krak des Chevaliers. It was built by the Knights Hospitalers (a military religious order) and lies in the desert of what is now Syria on a hilltop 2,460 ft. (750 m) high.*

During the Crusades it was garrisoned by up to 2,000 men. It held out against many attacks but finally fell to the Saracens in 1271 when the defenders were starved into surrender after a year's siege.

Crusader castle of Krak des Chevaliers

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▲ *Apart from the major Crusades, expeditions from countries as far away as Norway went to fight in the Holy Land.*

◀ *Pilgrimages are journeys to holy places. The men and women who went on pilgrimages to the Holy Land often brought back a palm tree branch to lay on the altar of their church at home.*

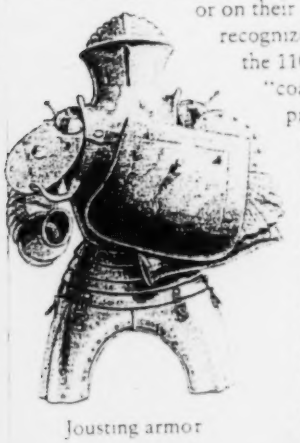
FURTHER FACTS

The capture of Jerusalem made the First Crusade (1095–1099) the most successful Crusade for the Christians. In 1187, Muslim armies took Jerusalem, and the Christians never recaptured it. The last Christian stronghold at Acre in Palestine fell to the Muslims in 1291.

◀ *In 1212, thousands of children from France and Germany joined a Crusade. They were inspired by a French boy, Stephen, and a German boy, Nicholas. Neither group reached the Holy Land. Many died of hunger or disease. Some were sold as slaves.*

CHIVALRY, HERALDRY, AND TOURNAMENTS

The ideal knight was brave in battle, loyal to his lord, and protected women. These rules of behavior were known as "chivalry." Fully-armed knights displayed a sign on their shields or on their surcoat in order to be recognized in battle. During the 1100s each design or "coat of arms" became the property of a particular family, a system known as "heraldry." Knights fought mock battles called "jousts" in tournaments (*right*). They used blunted weapons and wore special armor. Each joust started with two knights charging each other with lances.



Jousting armor

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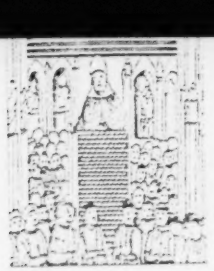
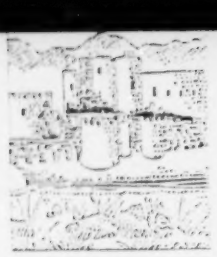
THE CRUSADES



Pope Urban II, who first urged people of Europe to go on a crusade

Palestine, or the Holy Land, had been ruled by Muslims since the 7th century. Christians had been able to go on pilgrimages there to visit the area where Christ lived, but in the 11th century Seljuk Turks conquered the Holy Land and made it difficult and dangerous for Christians to enter.

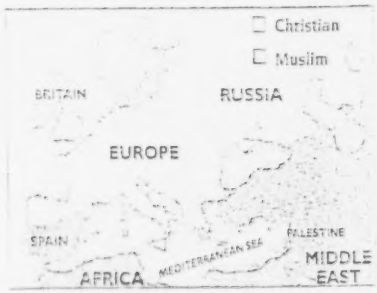


The Krak de Chevaliers – a Crusader castle guarding the Holy Land

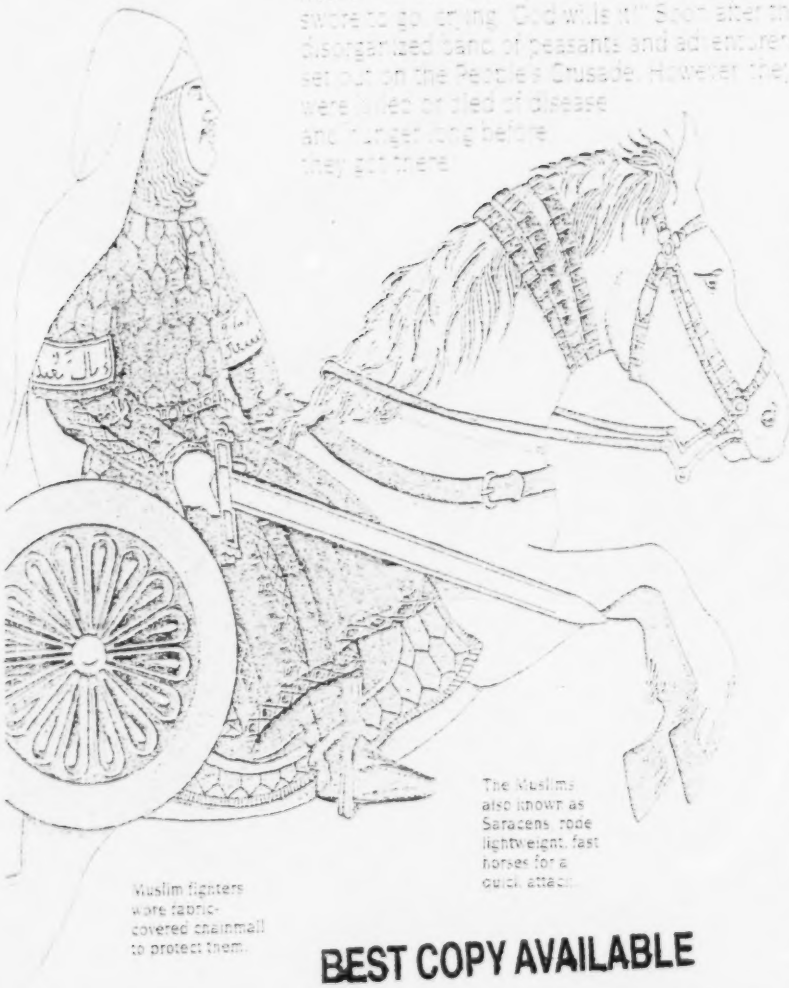
THE CALL TO ARMS

Saladin – the Muslim leader who beat back the Third Crusade

In 1095, Pope Urban II preached a sermon at Clermont in France. He urged people to go on a crusade, or holy war, to free the Holy Land from the Turks. Urban said that if they died on the way, their sins would be forgiven and they would go to heaven. Ordinary people from all over Europe swore to go on the Crusade. Soon after this, a disorganised band of peasants and adventurers set out on the Peoples' Crusade. However, they were killed or died of disease and starvation long before they got there.



Europe and the Middle East at the time of the First Crusade in the late 11th century.



Muslim fighters wore fabric-covered chainmail to protect them.

The Muslims also known as Saracens, rode lightweight, fast horses for a quick attack.

TO THE HOLY LAND

The First Crusade of noblemen and soldiers set out in 1096. It took three years for them to reach Jerusalem, but in an all-out attack in 1099, they captured the city. The area captured by the Crusaders was called Outremer. Many Crusaders returned to Europe, which left Outremer short of soldiers to protect it. The Christians were now outnumbered and the Muslims united to drive them out.

The Muslims captured Edessa and a Second Crusade failed. Then the Muslims became even stronger under a leader called Saladin, who recaptured Jerusalem. A Third Crusade then set out, led by the English, German and French Kings. The Crusaders won many battles, but not Jerusalem. A Fourth Crusade only got as far as Constantinople, where its members sacked the city, stealing its treasures. Many knights went on the Crusades to become rich, as well as for religious reasons.

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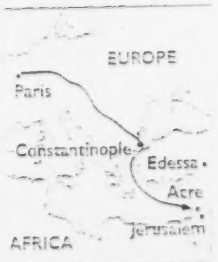
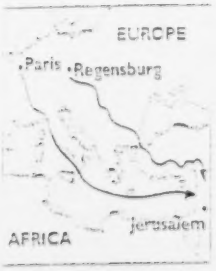
The First Crusade of 1096-

The Crusader kingdoms



The Second Crusade of 1147-



The Third Crusade of 1189-

The Fourth Crusade of 1202-04. The knights

THE KNIGHTS

During the Crusades, new religious orders were founded. Members took the same vows as monks – poverty, chastity and obedience. That is, they agreed to give up their possessions, never to marry and to obey their superiors. These men were also knights, who promised to fight to defend the Holy Land. The leading orders were the Knights Templars, the Knights of St. John and the Teutonic Knights.

Even after they were driven out of the Holy Land by Muslims, some orders of crusader knights survived. The Knights of St. John still occupied Rhodes until 1523, when they transferred to the island of Malta.

The emblem of the Knights of St. John.

The emblem of the Knights Templar.

The emblem of the Teutonic Knights.

MORE CRUSADES

In 1212, thousands of European children followed a shepherd boy on a crusade that became known as the Children's Crusade. They believed that God would perform miracles so they could recapture Jerusalem. Merchants at Marseilles in France offered to take the children in their ships to the Holy Land. Instead, however, they took them to Alexandria in Egypt and sold them as slaves.

During the rest of the 13th century, the Fifth, Sixth and Seventh Crusades all set out for the Holy Land. Holy Roman Emperor Frederick II managed to win back Jerusalem by treaty, but this was only temporarily. The Muslims continued to reconquer the Christian states and at last in 1291, Acre, the last Christian stronghold, fell.

1071 Seljuk Turks defeat the Byzantines at the Battle of Manzikert

1085-1492 The Reconquest of Spain by Christians

1095 Byzantine Emperor appeals to Pope Urban II

1096 Pope Urban II launches First Crusade. Peter the Hermit sets out on the People's Crusade

1096-99 First Crusade

1099 Christians capture Jerusalem

1144 Muslims capture Edessa

1147-49 Second Crusade

1187 Saladin defeats Christians at Hattin and captures Jerusalem

1189-92 Third Crusade

1202-04 Fourth Crusade

1204 Constantinople sacked by crusaders

1209-29 Crusade against the Albigensians in southern France

1212 Children's Crusade

1228-29 Fifth Crusade

1248-54 Sixth Crusade

1270 Seventh Crusade

1291 Fall of Acre – the last Christian stronghold

CRUSADES OUTSIDE THE HOLY LAND

The idea of a crusade spread from the Holy Land to other areas. The Pope encouraged crusades against political enemies and heretics. Among these was a group called the Albigensians in southern France. The Albigensians were heretics, which means that they disagreed with some of the teachings of the Catholic Church. French nobles wiped them out in a religious war.

In Spain and Portugal, Christians fought a crusade against Muslims from North Africa, called the Moors, who had occupied nearly all of Spain and Portugal since the 8th century. From 1085, Christians spread slowly south during a period which is known as the Reconquest. Eventually, in 1492, the last Moorish kingdom was captured by King Ferdinand and Queen Isabella of Spain. This kingdom, Granada, is still a province of Spain today.

The King of England – Richard I, the Lionheart. He was one of the leaders of the Third Crusade.

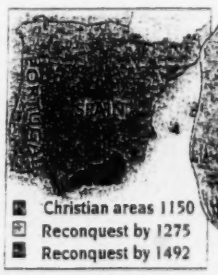
FIND OUT MORE

Spain ▸ 40

Turks ◂ 30

See above pages for more information.

The crusade against the Albigensians in France from 1209-29.



The Reconquest of Spain and Portugal from the Moors, 1085-1492.

European knights rode heavy horses which were good for charging.

Richard wore the royal coat of arms on his shield.

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THE CRUSADES

The Turks have overrun the eastern Christians right up to the Mediterranean Sea. They have conquered them, slaughtering and capturing many, destroying churches and laying waste the kingdom of God.

This was part of the preaching of Pope Urban II as he called upon the Christians in France to make a crusade – a 'war of the cross' – against the 'infidel' Muslims.

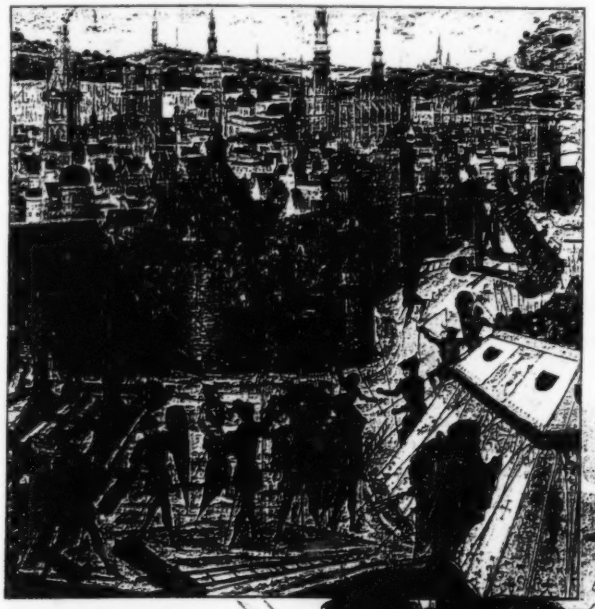
First Crusade

About 40,000 people went on the First Crusade from Europe, reaching Constantinople in 1096. On 15 July 1099 the army from the west captured Jerusalem.

The Crusaders quickly set up four states in the Holy Land, from Edessa to Jerusalem (see map opposite). The states were ruled by a feudal system (see page 46) similar to the one used in Europe. Many Crusaders stayed on to settle in these Christian states, taking over the towns and building new settlements in the countryside.

Muslims fight back

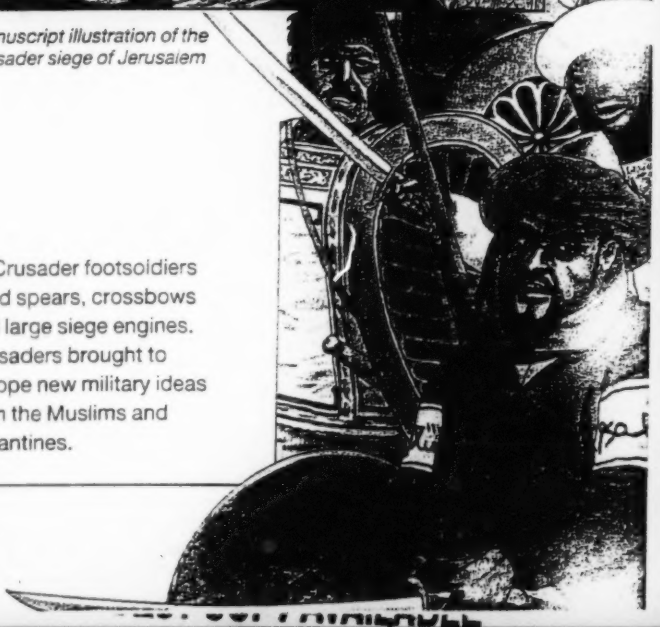
By the late 12th century the Muslims, led by Saladin, began to push the Crusaders out. The Third Crusade, launched by Richard I of England and Philip II of France, failed to recapture Jerusalem, which had fallen to the Muslims in 1187. More Crusades were called for up until the middle of the 15th century.



Manuscript illustration of the crusader siege of Jerusalem

THE CRUSADES

1095 Pope Urban II travels through France calling for a crusade.
1096 First Crusade leaves and reaches Constantinople.
1098 Antioch besieged and captured.
1099 Jerusalem captured.
1119 Knights Templar ('of the Temple') founded to defend pilgrims on the road to Jerusalem.
c.1130 Hospitallers (Knights of St John) set up.
1144 Edessa recaptured by Muslims.
1145 Second Crusade proclaimed.
1148 Second Crusade army defeated at Damascus.
1163–9 Christians from Jerusalem attack Egypt.
1187 Saladin, Sultan of Egypt, annihilates a Christian army at Hattin and recaptures Jerusalem. Third Crusade proclaimed.
1190 King Richard I ('Lionheart') of England and King Philip II of France set off on Crusade.
1191 Cyprus conquered, coastal towns recaptured.
1197–8 German Crusade recaptures more coastal lands.
1202 Fourth Crusade sails from Venice.
1204 Constantinople sacked by Crusaders. Latin (Western) emperor crowned. The following winter southern Greece is conquered.
1212 Children's Crusade: several thousand child Crusaders reach Alexandria and are sold as slaves.
1217 Fifth Crusade to conquer Egypt.
1221 Crusaders forced to leave Egypt.
1248–54;1270 Crusades of Louis IX of France; captured and ransomed on first crusade; crusaders struck down by disease and Louis dies on second crusade.
1291 Last Latin states in Holy Land captured by Mamluk Muslims.
1309 Popular crusades launched in Europe. Knights Hospitallers move headquarters to Rhodes.
1398–1400 Crusades to defend Constantinople.
1425 Mamluk Muslims attack Cyprus.
1453 Ottoman Turks capture Constantinople.



▷ Crusader footsoldiers used spears, crossbows and large siege engines. Crusaders brought to Europe new military ideas from the Muslims and Byzantines.

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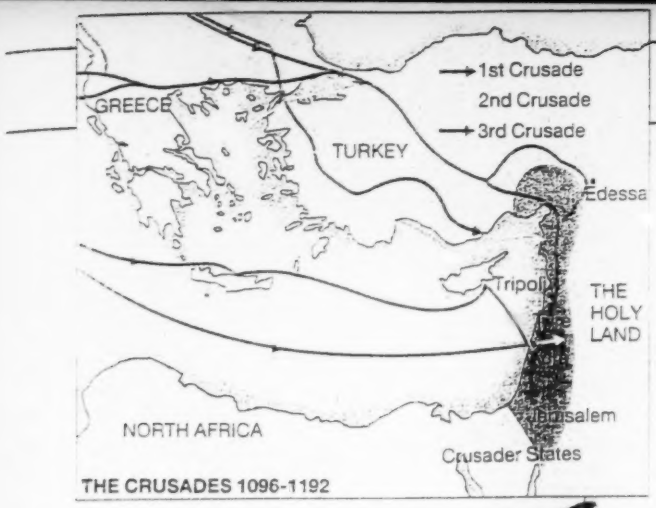


THE CRUSADES 1096-1192

△ The lands of the Crusades in 1187 just before Saladin began to reconquer territory in Syria. Ten years later the coastal lands were recaptured.

CRUSADING ORDERS

Orders of fighting monks were formed. The first were the Knights Templar in 1119. Another were the Hospitallers, or Knights of St John, who originally set up hospitals.

Knights Templar *Hospitallers* *Teutonics*

"The Perfect Knight"

Richard I was the third son of Henry II of England and his wife Eleanor of Aquitaine. As his mother's favorite, he was raised according to her ideals of a perfect knight. At the age of eleven he was given the duchy of Aquitaine, his mother's inheritance. As a young man he distinguished himself in military tactics and knightly skills. That he was courageous beyond belief and a true leader of men there could be no doubt, and for these reasons he was called Richard Coeur de Lion, or Richard the Lion-Hearted. For his heroism he was widely praised in the ballads sung by the troubadours of his time.

After his brother's death, Richard became heir to the throne of England. Unfortunately Henry II had a favorite son aiso; it was Richard's younger brother, John. It was Henry's wish to bypass Richard and leave the throne to John. Richard joined forces with Phillip II, King of France, against his father and eventually forced Henry to recognize him as his heir.

After Richard was crowned monarch, he became interested in the Crusades and proved himself to be the ablest leader of the Third Crusade. In this Crusade he was able to obtain certain rights for Christians from the Turkish ruler, Saladin. Returning from the Holy Land, Richard was captured. He was later released for a very large ransom.

Richard spent the last five years of his life warring against his once ally, Phillip II of France. Over and over again Richard proved to be the better warrior. It was however during a truce with Phillip that Richard was mortally wounded. A young peasant, standing on a castle wall and using a frying pan for a shield, spotted Richard talking to his knights below. He aimed his crossbow and expertly released the arrow striking Richard in the back. The archer was promptly captured and brought to the dying king. "What harm have I done to you that you have killed me?" Richard asked. "You once slew my father and my brother. Take what revenge you like," answered the proud young man. "Go in peace." Richard gave the command to release the prisoner, and in death as so many times in life, he showed himself to be the "perfect knight." Richard at his own request was buried at the feet of his father with whom he so often quarreled.

Choose one of the following personalities or choose someone from the Middle Ages and write a short biographical sketch about your selection.

Charlemagne	William the Conqueror	Henry II of England
Eleanor of Aquitaine	Richard the Lion-Hearted	Blanche of Castile
Thomas Aquinas	Louis IX of France	

Students Work

God's Will

God does not want war!
So what are we fighting for?
"It's God's will" they say,
But God doesn't want it this way!

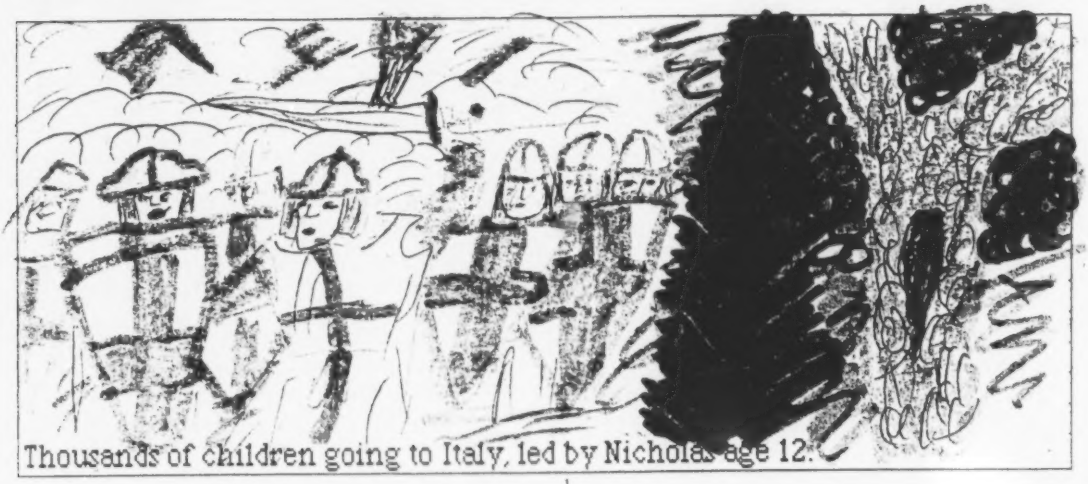
God wants peace not war,
But the Holy Land forever more
Will be fought over, and there will never be,
Peace in the Holy Land for you and for me.

If only we went about it with peace in our head,
Maybe no one we love would now be dead,
So let it be a lesson to you,
Peace is what we should listen to!

By Joey Webb 4th grade

The London Herald

Kids Fight to Bring Back Christís Sepulcher!



Thousands of children going to Italy, led by Nicholas age 12.

In 1212AD, (which may have been years ago since news travels so slowly), after the Fourth Crusade, thousands of children were led by Nicholas of German Rineland, through the Alps to Italy. There mission was to recapture the land in Jerusalem, where Christís tomb was thought to be. On their way to Italy, most died of sickness and hunger. The survivers stayed in Italy. None of them had even gotten close to Jerusalem.

The amount of lost lives is uncountable. History has mistaken this tragic tale for a another story about a smaller group of children. This smaller group of children was led by Stephen of Coleys. As story has it, Stephen was promised free passage from Marseille to the Holy Land, but was captured and sold into slavery. That story is the fake version of the Childrenís Crusade.

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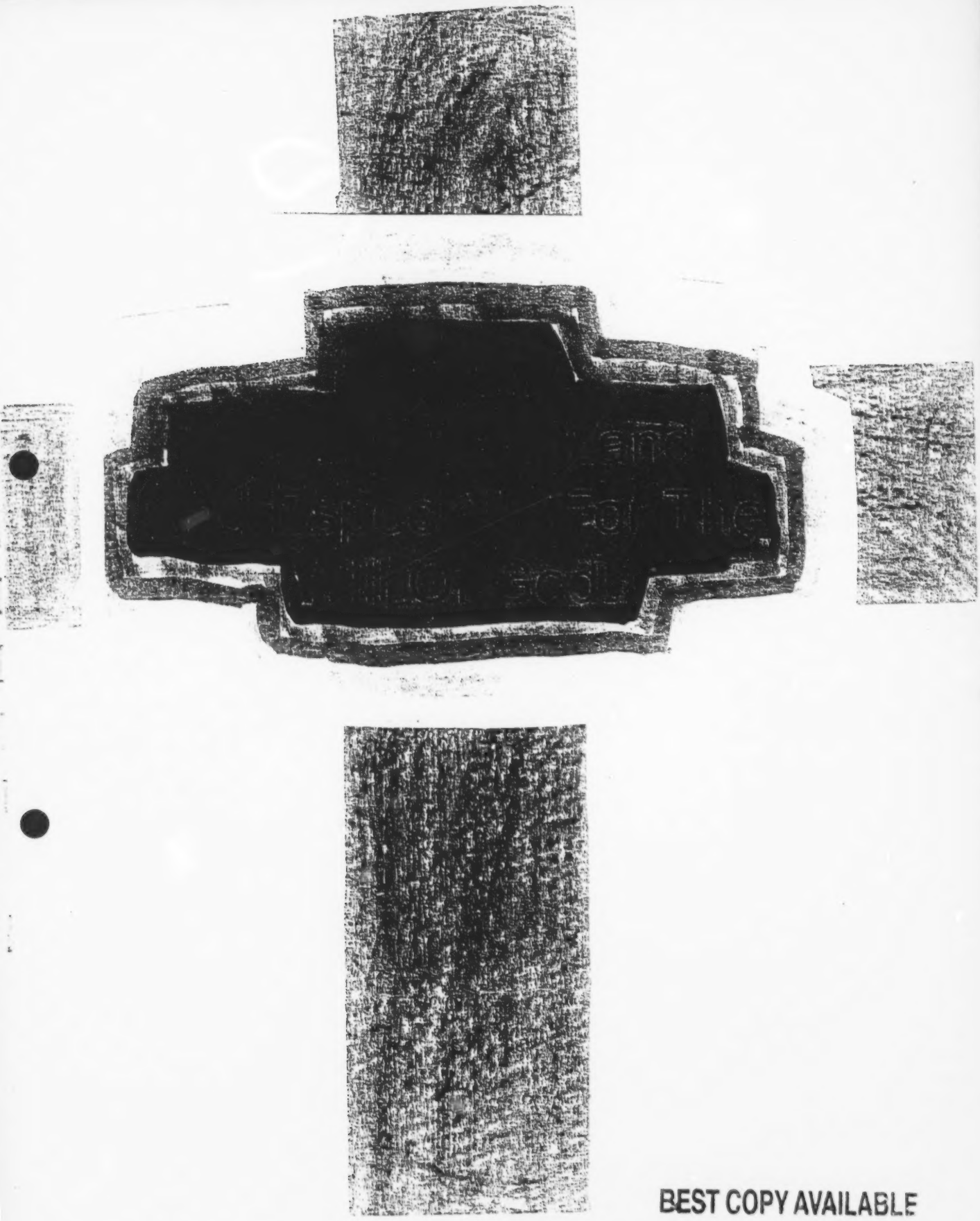

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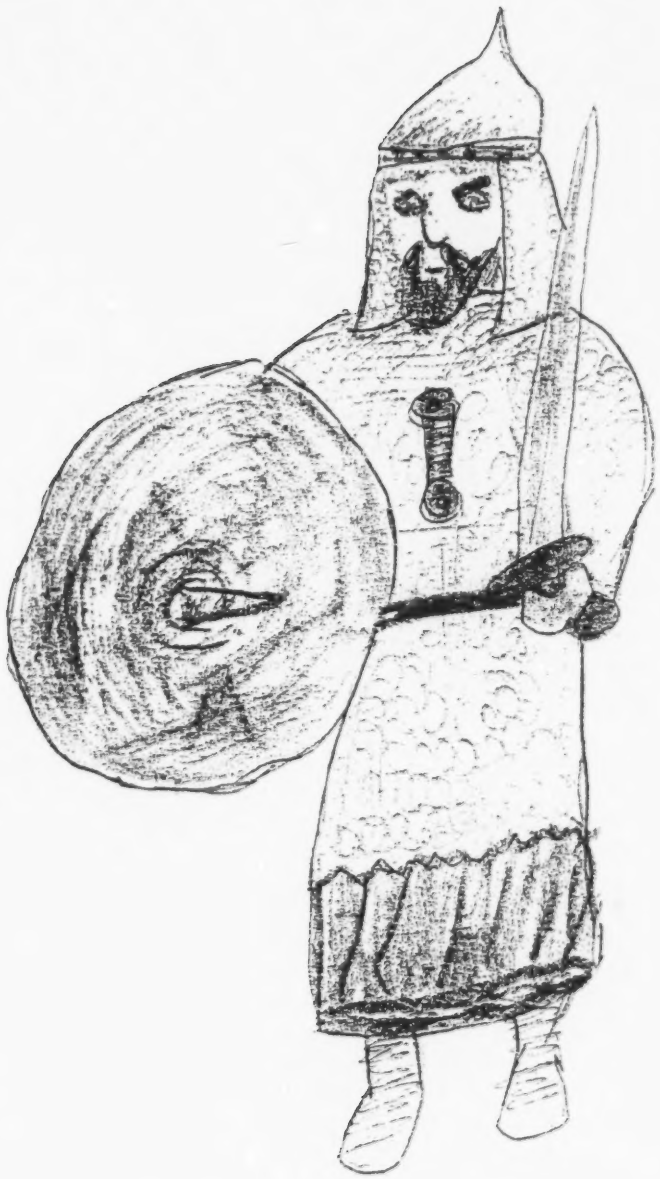
Crusader



Muslim Warrior

Islam

Islam

Lesson One

Objective- Students will receive an overview about the religion of Islam and life in a predominantly Muslim culture. Students will learn the key vocabulary words associated with Islam.

Procedure- First I will read aloud the story *I Am Muslim* by Jessica Chalfonte which introduces the main points of Islam through the eyes of a child. I will then tell the students of my experience of living in Jordan this summer, showing them photos of mosques and minarets, describing the call to prayer, showing them several posters I have of pages from the Qu'ran, showing photos of Muslims in traditional clothing with kuffiyehs… I will read the section of the Calliope magazine *Islam* on mosques, also sharing a short section (if there is time) from *Ibn Tulun, The Story of a Mosque* by Fiona Macdonald. Students will copy the definitions of the key words associated with Islam from the chalkboard or off an overhead projector onto their own list. (See Appendix)

Evaluation- Students will write five well constructed sentences stating what they have learned about Islam thus far.

Lesson Two

Objective- Students will learn about The Five Pillars of Islam, Muhammad and The Qu'ran.

Procedure- We will begin by having several of the students share their writing about what they learned from the first lesson. We will also read through the vocabulary list once to refresh everyone's memory. Next I will read aloud the section on Islam from the Usborne book *World Religions* by Susan Meredith which gives much more specific information about the Five Pillars, Muhammad and The Qu'ran. Then the students will read aloud as a group the section on Islam from the book *One World, Many Religions* by Mary Pope Osborne, stopping to reiterate key concepts along the way.

Evaluation- Students will answer a sheet of comprehension questions to reinforce the reading material and oral discussion.

Lesson Three

Objective- Students will be introduced to Arabic, the language of The Qu`ran through speaking and writing activities. Students will learn the art of calligraphy.

Procedure- We will read through a list of English words of Arabic origin discussing the influence of other languages on our own. I will teach the students a basic Arabic greeting and response "As-Salaamu Alaykum" and "Wa Alaykum As-Salaam," which they will have a few minutes to practice with a partner. I will show them a sheet with the greeting written on it in Arabic for them to color later. Next I will read aloud the book *Count Your Way Through the Arab World* by Jim Haskins in order to teach the students to count to ten. We will repeat the numbers several times as a group. Students will look at art prints with Arabic calligraphy in them and be given a chance to practice it themselves. I will demonstrate how to do this first and then explain to the students that they will be copying their own names in Arabic to practice the calligraphy. (For a list of class names in Arabic see appendix.)

Evaluation- Students will fill out a paper divided into ten sections, writing the Arabic numbers 1-10 and their pronunciations in the sections. The students will draw a picture of one item to go with the number one, two items to go with the number two... Students will play a matching game with the numbers written in Arabic and in English.

Lesson Four

Objective- Students will learn more about the Prophet Muhammad, Ramadan, and the split between the Sunni and the Shiite.

Procedure- First I will read the story *Magid Feasts for Ramadan* by Mary Matthews. I will read aloud selections from the Calliope Magazine about the division between the Sunni and the Shiite and the section about Ramadan.

Next I will read some of the questions and answers from the book *Introduction to Islam* by Zahid Aziz that tell about Muhammad. The students will discuss the meaning of several of Muhammad's actual quotes and sayings from the book *The Sayings of Muhammad* by Allama Sir Abdullah Al-Mamun Al Suhrawardy. For example, "Actions will be judged according to intention," or "Riches are not from an abundance of material goods but from a contented mind," or "He is not strong and powerful who throweth people down, he is strong who withholdeth from anger."

Evaluation- Students will respond in writing as to what they think these quotes mean in their own words.

Lesson Five

Objective- Students will tie up their knowledge of Islam by creating a class book of questions and answers.

Procedure- First the students will watch a 20 minute video called *Islam, An Introduction* by The Middle East Institute to give them a visual representation of all they have learned. Next the students will work in partners to recreate and summarize the question and answer they receive from the book *What Do We Know About Islam* by Sharukh Husain. They must summarize in a few sentences the answer to their question and illustrate it.

Evaluation- Students will share their questions and answers as each partnership stands to read their page of the class book.

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Videos and Other Resources

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Aramco World Magazine, Box 469008, Escondido, CA 92046-9008.
Awair (Arab World and Islamic Resources) 1865 Euclid Avenue, Suite 4, Berkeley, CA 94709
Amideast 1730 M Street, NW, Suite 1100, Washington, DC 20036-4505

Appendix

Vocabulary

1. **Allah-** The word for God in Arabic

2. **Almsgiving-** Giving charity to the poor, One of the Five Pillars of Islam

3. **Arabic-** A language spoken in the Middle East, the language of the Islamic Holy Book

4. **Hajj-** Journey to Mecca, All Muslims are to go once in their lives, One of the Five Pillars of Islam

5. **Mosque-** A Muslim religious building

6. **muezzin-** Person who calls Muslims to pray

7. **Prophet Muhammad-** Founder of the religion of Islam in the year 610

8. **Qu'ran-** The Islamic Holy Book, Written in Arabic

9. **Ramadan-** The ninth month of the Islamic calendar, Fasting is one of the Five Pillars of Islam

10. **Shari'a-** Islamic Law, Based on the Qu'ran

Comprehension Questions

1. Name the five pillars of Islam.

2. Why didn't the people of Mecca like Muhammad's message?

3. What is the Koran?

4. What is the significance of the pilgrimage to Mecca?

5. Describe in detail one of The Five Pillars of Islam.

English Words of Arabic Origin

admiral (*amir al-*, "commander of")

albacore (*al-bakurah*)

alcazar (*al-qasr*, "the castle")

alchemy (*al-kimiya*)

alcohol (*al-kuhul*, powdered antimony)

alcove (*al-qubbah*, "the arch")

alembic (*al-anbiq*, apparatus used in distillation)

alfalfa (*al-fasfasah*)

algebra (*al-jabr*, "the reduction")

algorithm (*al-Khwarizmi*, a ninth century Arab mathematician)

Alhambra (*al-hamra*, "the red house")

alkali (*al-qili*, ashes of the saltwort plant)

almanac (*al-manakh*, "the climate")

amber (*anbar*)

ammonia (not Arabic; from *Ammon*, an Egyptian god near one of whose temples it was prepared)

apricot (*al-birquq*)

arsenal (*dar sina'ah*, "house of manufacture")

artichoke (*al-khurshuf*, or *ardi shauki*, "choke of the earth")

assassin (*hashshashin*, pl., "users of hashish")

attar (*itr*, "perfume")

average (*awariyah*, "damaged merchandise")

azimuth (*as-sumut*, "the ways")

azure, lapis lazuli (*lazuward*)

balsam (*balsaan*, "the balm tree")

borax (*buraq*)

calabash (*qar'ah yabisah*, "dry gourd")

caliber (*qalib*, "mold, model")

caliph (*khalifah*, "successor")

camel (*jamal*)

camise (*qamis*)

camphor (*kafur*)

carafe (*gharrafah*)

carmine (*qirmiz*, "kermes," insects used to produce a red dye)

carat (*qirat*, "bean pod; a small weight")

caraway (*karawiya*)

checkmate (*shah mat*, "the king is dead")

coffee (*qahwa*)

cotton (*qutn*)

cipher (*sifr*, "empty, zero")

cigar (*sigara*)

cork (*qurq*)

crimson (*qirmizi*, from *qirmiz*)

cumin (*kammun*)

divan (*diwan*, "hall, assembly")

damask (*dimashq*, "Damascus," Syria)

elixir (*al-iksir*)

gazelle (*ghazal*)

gauze (*qazz*, "raw silk")

genie (*jinniy*, "demon")

ghoul (*ghul*)

giraffe (*zirafah*)

guitar (*qitar*)

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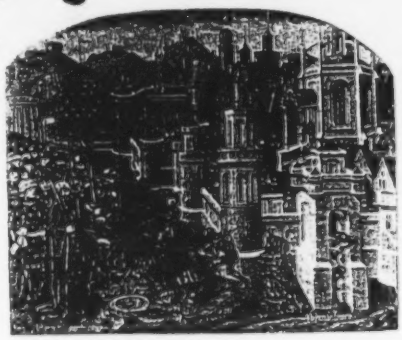
gypsum (*jibs*, "plaster")
hashish (*hashish*)
hazard (*az-zahr*, "the die")
henna (*hinna*)
jar (*jarrah*)
jinn (*jinniy*, "demon")
kismet (*qismah*, "portion, lot")
lemon (*laymun*)
lilac (*lilak*)
loofah (*lufa*)
lute (*al-ud*)
jasmine (*yasmine*)
macrame (*migramah*, "embroidered veil")
magazine (*makhazin*, pl., "storehouses")
mascara (*maskharah*, "buffoon")
mocha (*mukha*, "Mocha," a city in South Yemen)
mohair (*mukhayyar*, "having the choice")
monsoon (*mawsim*, "season")
mummy (*mumiyah*)
muslin (*mawsiliy*, "from Mosul," Iraq)
myrrh (*murr*)
nadir (*nazir*, "opposite")
orange (*naranj*)
racket (*rahah*, "palm of the hand")
ream (*rizmah*, "bale, bundle")
safari (*safara*, "to travel")
safflower (*asfar*, "yellow")
saffron (*za'faran*)
sash (*shash*, "muslin")
sesame (*simsim*)
sequin (*sikkah*, "die, coin")
sherbet (*sharbah*, "a drink")
sofa (*suffah*, "long bench")
sugar (*sukkar*)
sumac (*summaq*)
syrup (*sharab*, "beverage, drink")
talc (*talq*)
talisman (*tilasm*)
tamarind (*tamr hindi*, "Indian date")
tambourine (*tanbur*, a stringed instrument)
tariff (*ta'rif*, "information, notification")
tarragon (*tarkhun*)
typhoon (*tufan*, "flood, damage")
vizier (*wazir*)
zenith (*samt*, "way")
zero (*sifr*)

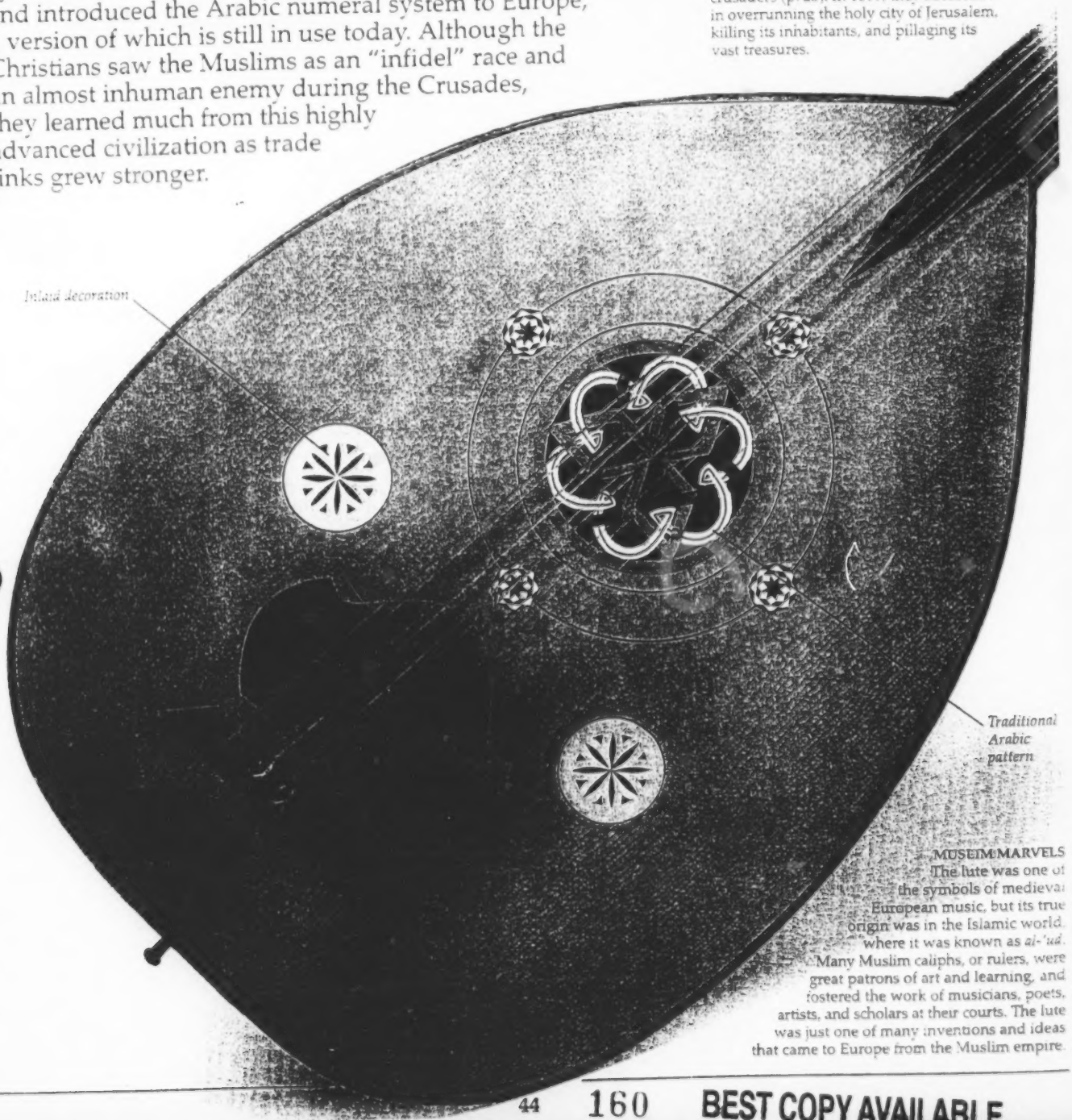
Medieval Life by Andrew Langley

The Islamic world

THE PROPHET MUHAMMAD, founder of Islam, died in 632. Within 100 years, Arab armies had conquered a vast empire that stretched from Spain and North Africa to Persia and India. International trade flourished in the Islamic world, spreading ideas as well as goods. Muslim scientists became particularly advanced in the fields of medicine and mathematics: they were skilled surgeons and eye doctors, invented algebra (from the Arabic *al-jebr*), and introduced the Arabic numeral system to Europe, a version of which is still in use today. Although the Christians saw the Muslims as an "infidel" race and an almost inhuman enemy during the Crusades, they learned much from this highly advanced civilization as trade links grew stronger.



GLITTERING PRIZE
The rich cities of the Islamic world were prime targets for the plundering crusaders (p. 28). In 1099, they succeeded in overrunning the holy city of Jerusalem, killing its inhabitants, and pillaging its vast treasures.



MUSLIM MARVELS
The lute was one of the symbols of medieval European music, but its true origin was in the Islamic world, where it was known as *al-'ud*. Many Muslim caliphs, or rulers, were great patrons of art and learning, and fostered the work of musicians, poets, artists, and scholars at their courts. The lute was just one of many inventions and ideas that came to Europe from the Muslim empire.

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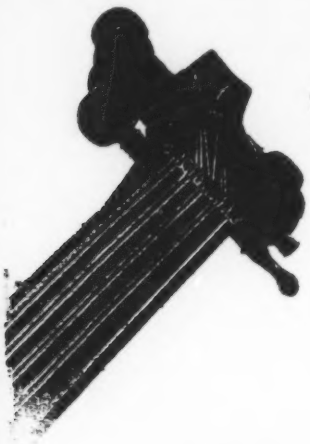
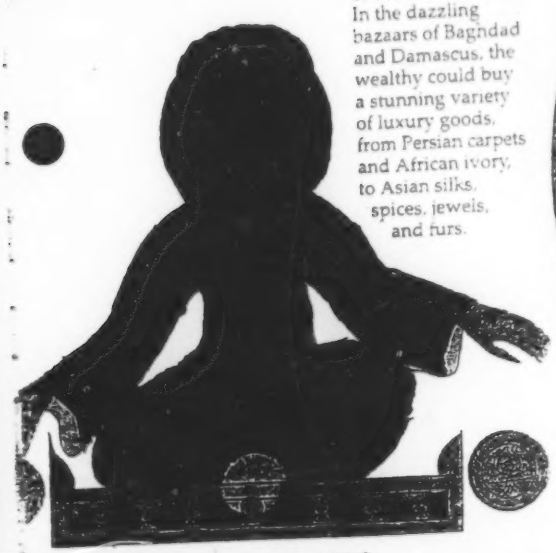
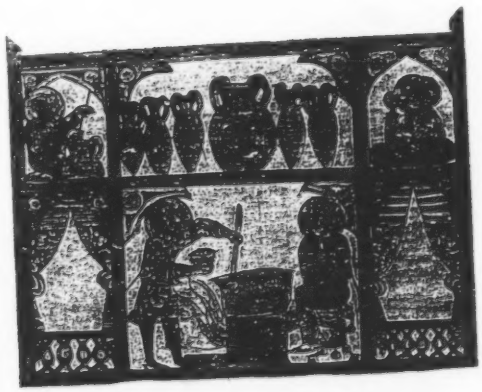


LUXURY TRAIN
Camel trains carried a huge range of goods across the deserts and mountains of the Islamic world. In the dazzling bazaars of Baghdad and Damascus, the wealthy could buy a stunning variety of luxury goods, from Persian carpets and African ivory, to Asian silks, spices, jewels, and furs.



HERO OF A HOLY WAR
adin (1137–1193) was a great Islamic sultan who led the Muslim nies against the crusaders, and recaptured Jerusalem. He was cted even by his enemies as a brilliant general and a wise man.

HEAVENLY GUIDANCE
The Muslims were brilliant astronomers. They developed the astrolabe, which enabled travelers to fix their position by studying the night sky. Camel drivers used this instrument to navigate across the desert, and Europeans soon copied the idea and used it for finding their way at sea.



MEDICINE MEN
Even as the Crusades were raging, Europeans learned a great deal from Islamic doctors, whose knowledge was far in advance of their own. Cures for numerous ills could be bought in apothecaries such as this. In the 11th century, the great Arab doctor Avicenna (980–1037) wrote a medical encyclopedia that became the single greatest influence on medieval medicine.

ARTS AND CRAFTS
Islamic craftsmen were renowned for their beautiful enamel work. They usually decorated religious artifacts, such as this 13th-century mosque lamp, with Arabic words and geometric patterns, because Islamic tradition banned images of human figures and other living things from religious buildings.

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From the book "Count Your Way Through the Arab World" by Jim Haskins

Pronunciation Guide

1 / ١ / WAH-hid
2 / ٢ / it-NAYN
3 / ٣ / tah-LAH-tah
4 / ٤ / ar-BAH-ah
5 / ٥ / KAHM-sah
6 / ٦ / SIHT-tah
7 / ٧ / SAHB-ah
8 / ٨ / tah-MAHN-yah
9 / ٩ / TIHS-ah
10 / ١٠ / AH-shah-rah

rom "The Arabs: Activities for the Elementary and Middle School level"

As-Salaamu Alaykum
(as saLAAMu aLAYkum)
"Peace be with you."

Response: Wa Alaykum As-Salaam
(wa aLAYkum as-saLAAM)
"And with you, peace."

From "The Arabs: Activities for the Elementary and Middle School Level"

Calligraphy Coloring Project

The original from which this drawing is adapted is a mural, in bas-relief, representing Kufic and Thuluth scripts in Andalusian style, among floral and Arabesque designs.

In the enlarged detail on the other side, one can clearly see the Arabic Thuluth script

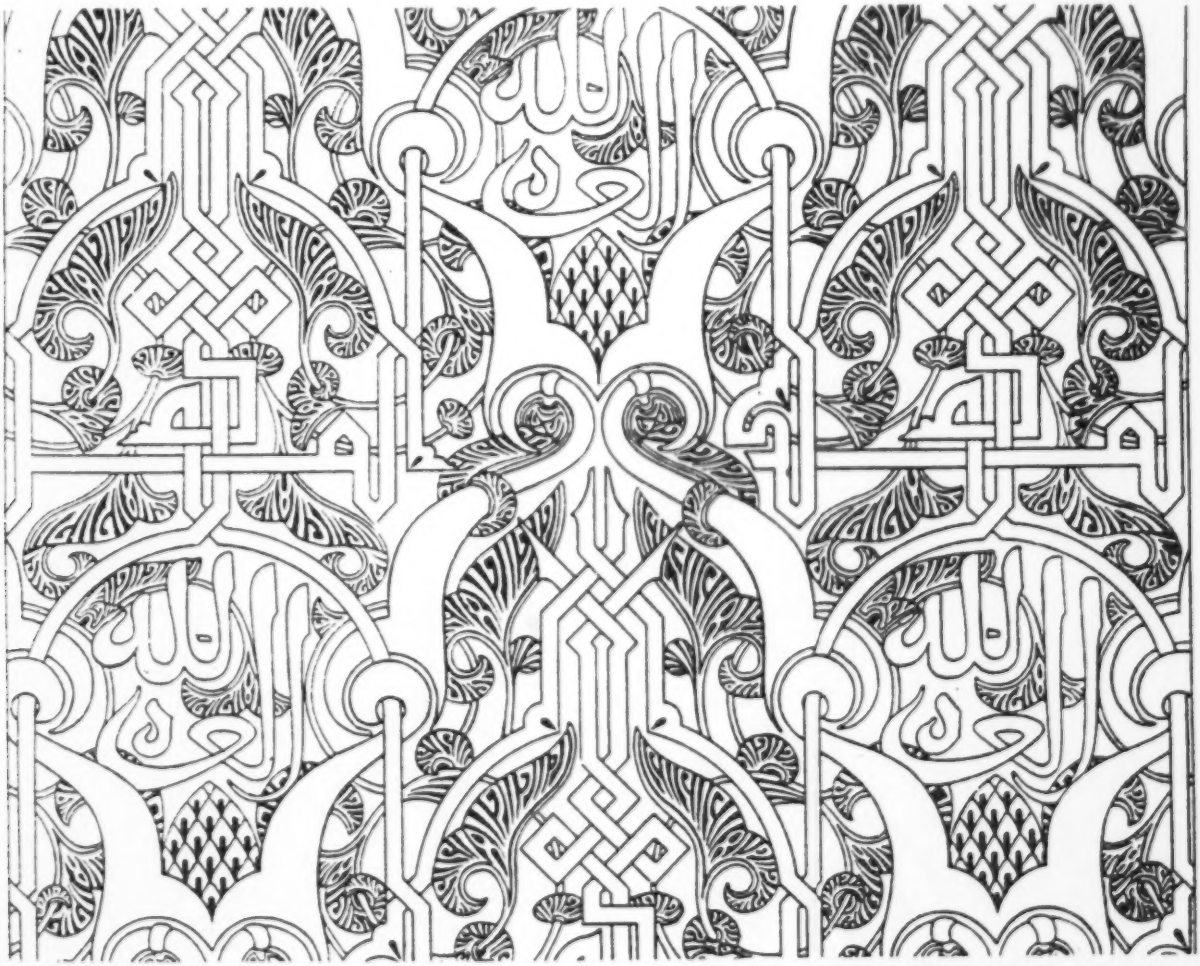
العزة لله meaning "Glory is God's." The border here is a portion of the Kufic

script better seen in its entirety in the version below, shown more nearly life-size,

الملك لله meaning "The Kingdom is God's." Clearly seen in this enlarged detail

is the calligraphy of the variegated leaves الله (allah) "God" in black on white and in white on black in upside-down mirror image.

The Arab artisans who created this relief in the Alhambra in Spain used calligraphy as an integral part of the art (there is little here that is not calligraphy). You can look for the work of an artist named M.C. Escher who much later did similar art to the upside-down mirror image work of the artists who here took the word for "God" to create something seen and hidden and everywhere all at the same time.



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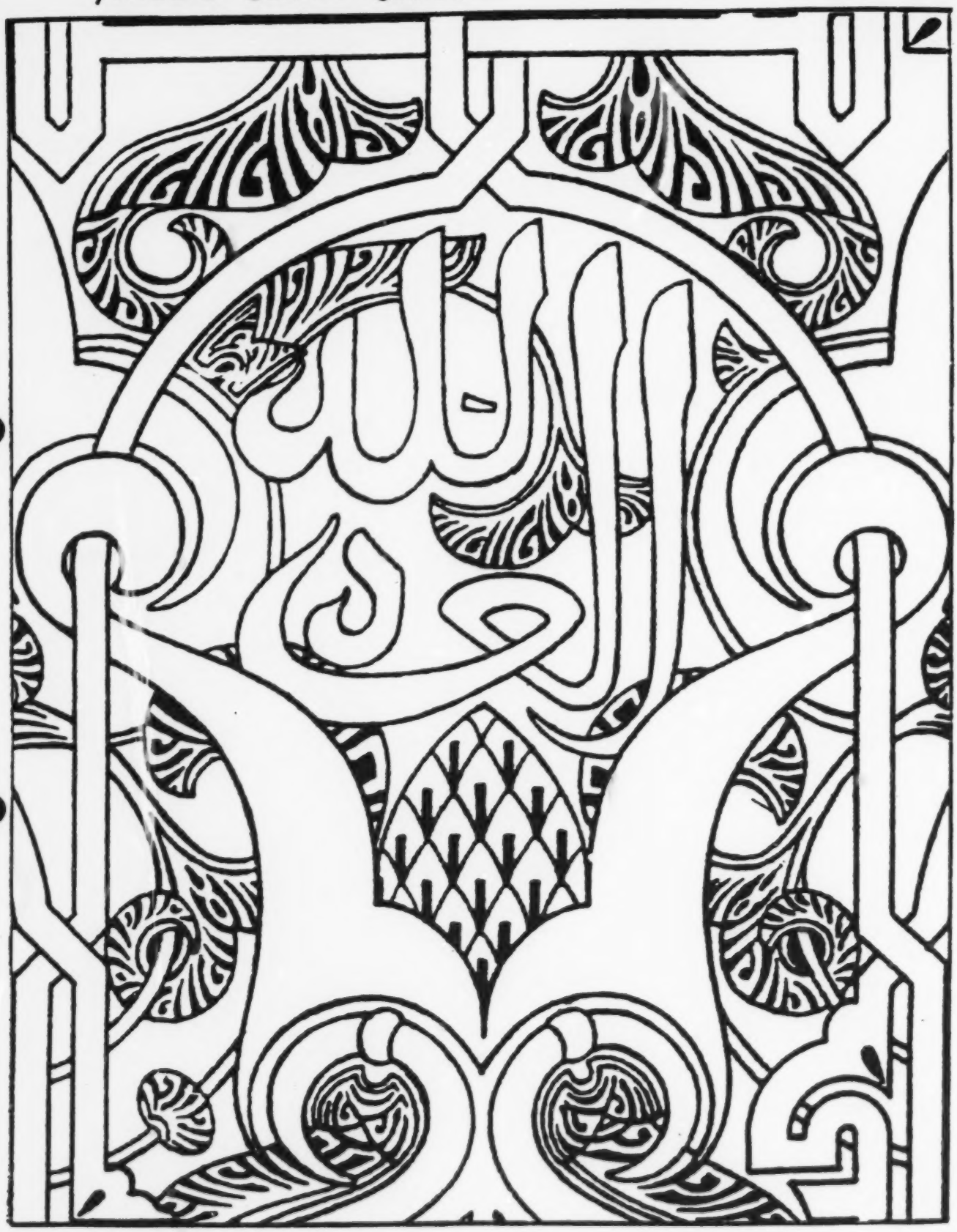
From "The Arabs: Activities for the Elementary and Middle School level"

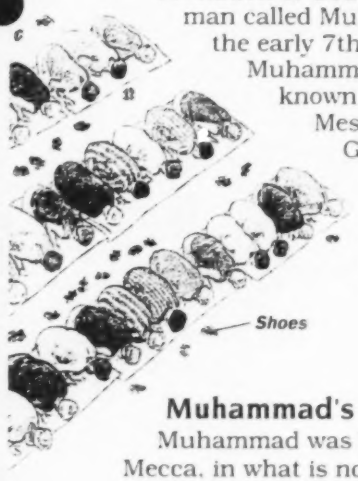


ISLAM

Islam means obedience, or peace through submission to the will of Allah (God). Followers of Islam are called Muslims, which means obedient ones.

There are about 1000 million Muslims in the world, mainly in the Middle East, North Africa and parts of Asia. Islam is the second largest religion after Christianity and is the fastest-growing religion in the world.

Muslims share some beliefs about God and about history with Jews and Christians. The most important event in Muslim history, however, was the revelation of God's word to a man called Muhammad in the early 7th century AD. Muhammad became known as the Messenger of God, or the Prophet.



Muslims at prayer

Shoes

Muhammad's early life

Muhammad was born in Mecca, in what is now Saudi Arabia, in about 570AD. As a child he was orphaned and was brought up by a generous uncle. He grew up to be a camel driver, trader, husband and father; he was well respected in the community and was known as the Trusted One.

However, Muhammad's life was not completely happy. He disapproved of the lawlessness of his fellow countrypeople and was troubled because they worshiped many gods. Abraham's belief in one God (see page 18) had previously spread to Arabia but had been lost again.

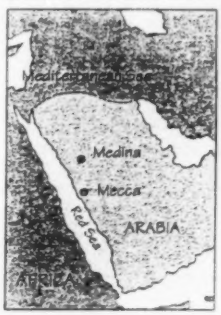
Arabia in Muhammad's time.

God speaks to Muhammad

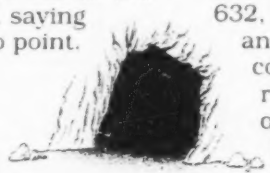
Muhammad used to retreat into the mountains to pray and contemplate. Around the time of his fortieth birthday, while he was in a cave on Mount Hira, near Mecca, he received his first revelation: God spoke to him through the angel Jibril (Gabriel). Muhammad continued to receive revelations throughout his life.

The migration

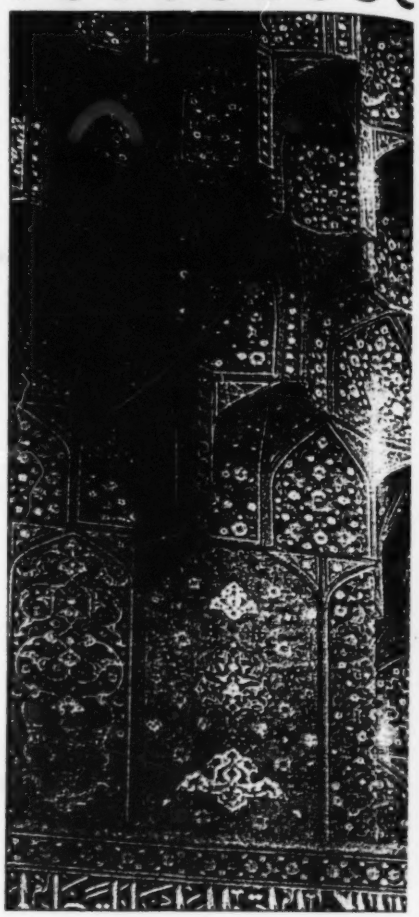
Muhammad began to preach his central message in Mecca, that "there is no god but Allah". People soon became interested in what he had to say and, afraid of his popularity and power, the political leaders began a hostile campaign against him. Eventually, in 622, Muhammad had to move his community of followers to a city now known as Medina, the City of the Prophet.



A story tells how Allah was with Muhammad during the journey. He and his friend, Abu Bakr, were hiding in a cave when they heard soldiers approaching. Abu Bakr was afraid but Muhammad reassured him that they would be saved. Just as one of the soldiers was about to enter and search the cave, he stopped, saying that there was no point. Right across the entrance was a massive spider's web. How could Muhammad and his friend have entered the cave without breaking the web?

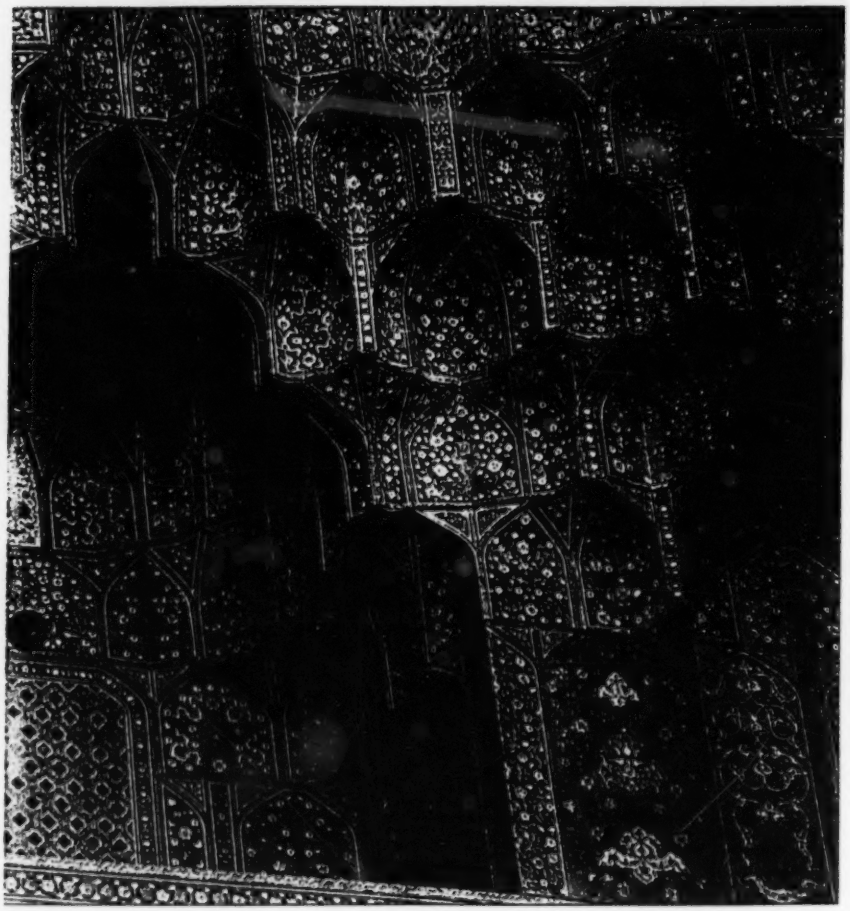


The journey to Medina is known as the Hijrah, or migration, and is such an important event that Muslims date their calendar from it. According to the Islamic calendar, it is now the 15th century. In Medina, Muhammad's following grew very strong. In 629 the Muslims were able to conquer Mecca and Muhammad was finally accepted there as the Prophet of God. He won respect both as a great religious leader and as a statesman.



The death of Muhammad

After the death of Muhammad in 632, Abu Bakr made an announcement to those who could not believe that he had really died. He said: "Those of you who worship Muhammad must accept that Muhammad is dead. As for those of you who worship Allah, Allah is living and will never die." This shows the Muslim attitude to Muhammad. He is not to be worshiped. However, as Allah's messenger, he deserves the greatest respect. For this reason, whenever Muslims say Muhammad's name, they also say "Peace be upon him".

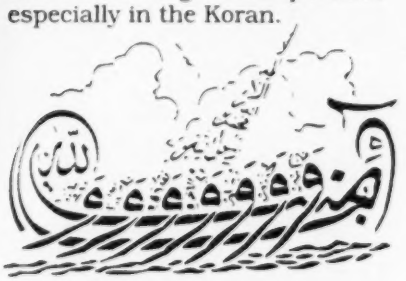


This photograph shows part of a mosque (see page 41), built in the early 17th century, at Isfahan in Persia (now Iran). Muslim countries were skilled in tile making and many mosques are decorated with mosaics.

Islamic art

The Koran forbids images of any kind to be made of Allah, Muhammad or the other prophets, or indeed of any person or animal. This is partly because the worship of images is forbidden in Islam, and partly because no artistic representation could possibly be good enough to reflect adequately the magnificence of Allah's creation.

For these reasons, Islamic artists have concentrated on developing beautiful geometric patterns and on calligraphy, because writing is so important, especially in the Koran.



The beliefs of Islam (see next page) can be written in calligraphy to form the shape of this boat, which is known to Muslims as the Ship of Life.

Sacred writings

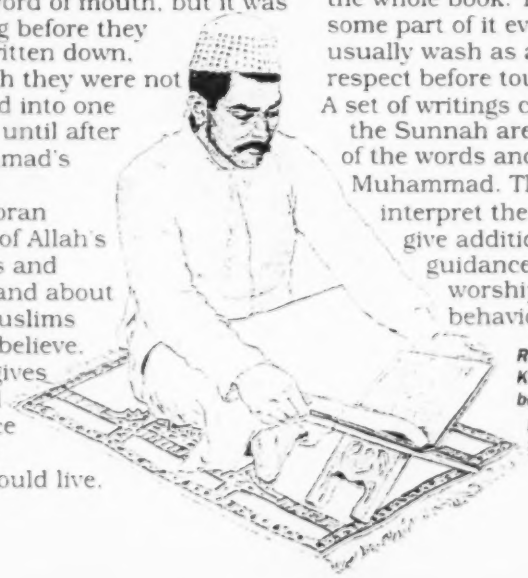
The Koran, also known as the Qur'an, is the holy book of the Muslims. It is believed to be the word of Allah revealed to Muhammad during the last 22 years of his life, so Allah, not Muhammad, is its author. At first the revelations were passed on by word of mouth, but it was not long before they were written down, although they were not collected into one volume until after Muhammad's death.

The Koran speaks of Allah's oneness and power, and about what Muslims should believe. It also gives detailed guidance on how they should live.

As the Koran is seen as the word of Allah, most Muslims try to learn to read it in its original Arabic, even if this is not their own language. Only about one sixth of the Muslims in the world are Arab.

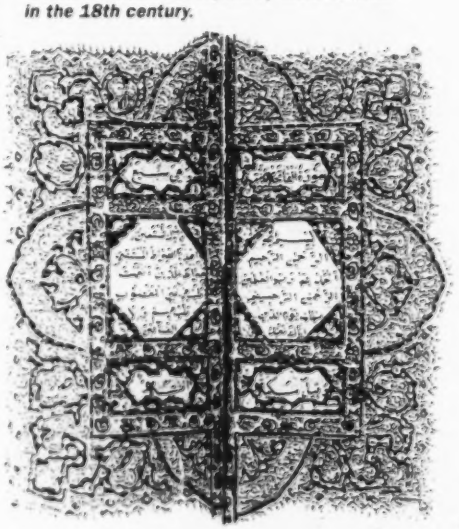
Muslims learn several surahs or chapters, of the Koran by heart and some try to memorize the whole book. They read some part of it every day and usually wash as a sign of respect before touching it.

A set of writings called the Sunnah are reports of the words and deeds of Muhammad. They help to interpret the Koran and give additional guidance on belief, worship and behavior.



Reading the Koran. The book is often placed on a stand.

A Koran which was copied by hand in India in the 18th century.



Muslim beliefs

Many Muslims divide their beliefs into six categories:

1 Belief in Allah.

2 Belief in angels.

3 Belief in the holy books. Muslims believe that other prophets (see below) besides Muhammad were given written revelations by God but that these no longer exist in their original form. They call Jews and Christians "People of the Book" out of respect for their belief in the Tenakh and Bible.

4 Belief in the prophets of the Tenakh and Bible, such as Adam, Ibrahim (Abraham), Musa (Moses) and Dawud (David). Muslims respect Isa (Jesus) as an important prophet, though not the son of God. Muhammad was the last of the prophets.

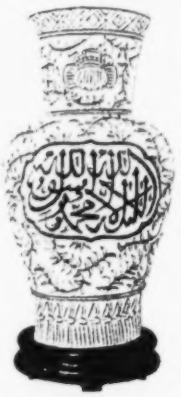
5 Belief in the Day of Judgment and life after death. On the Day of Judgment, the deeds of every human being will be weighed. Those whose good deeds weigh heavy will be able to cross a narrow pathway across hellfire and safely reach paradise.

6 Belief in predestination. This is the belief that God controls everything that happens. It is linked to the idea of obedience. Muslims try to do the will of Allah rather than following an individual path through life.

The Muslim code of behavior is based on the belief that all life is created by Allah and should therefore be respected. The code involves many social responsibilities such as respecting parents, neighbors and the community, and being honest, patient and trustworthy. It is forbidden in Islam to kill animals for sport.

The Five Pillars

The Five Pillars of Islam show how Muslim beliefs should be put into action in daily life.



1 The Shahadah. This is the declaration of faith, which is repeated several times a day: "There is no God but Allah, and Muhammad is His messenger."

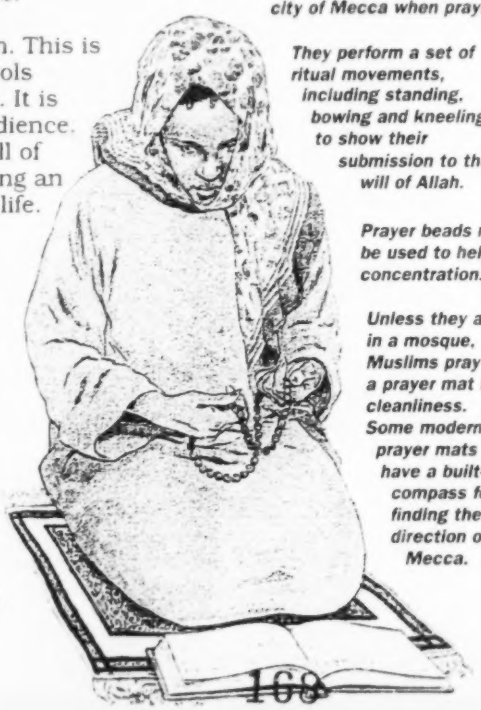
The Shahadah written on a vase.

2 Salah. These are the five daily prayers which are said, in Arabic, at dawn, just after noon, mid-afternoon, just after sunset and after dark. The prayers may be said in any clean place and extra prayers may be offered at any time. They consist mainly of verses from the Koran, praising Allah and asking for His guidance.

Muslims wash and often take off their shoes before praying, for cleanliness.

Women must cover their head for prayer. Men do not have to, although many do.

Muslims always face the holy city of Mecca when praying.



They perform a set of ritual movements, including standing, bowing and kneeling, to show their submission to the will of Allah.

Prayer beads may be used to help concentration.

Unless they are in a mosque, Muslims pray on a prayer mat for cleanliness. Some modern prayer mats have a built-in compass for finding the direction of Mecca.

3 Zakah. This is the Muslim obligation, for those who can afford it, to give at least 2½ percent of their savings and other valuables every year to the poor.

A box for collecting zakah money.

4 Sawm. This means fasting. During the ninth Muslim month, Ramadan, Muslims eat and drink nothing during the hours of daylight. This reminds them that the good things in life are to be enjoyed but not over-indulged in. It also shows equality with the poor. Ramadan is a time for studying the Koran and for practicing self-discipline and charity.

Men have to wear white sheets to enter Mecca at Hajj. This is to show equality. Women sometimes wear them too.

5 Hajj. This means pilgrimage. Muslims hope to make a pilgrimage to Mecca once in their life, to visit the Ka'bah. This is a place of worship believed to have been built by Ibrahim and one of his sons, Isma'il (Ishmael). It had fallen into misuse but Muhammad restored it to the worship of Allah.

The Hajj takes place during the twelfth Muslim month, when millions of pilgrims travel to Mecca. They visit other important sites nearby too.

Nobody is allowed to go on Hajj without first making sure that their family is provided for in their absence. The poor, old, sick and disabled do not have to go.

The Ka'bah in Mecca.

Mosques

Mosques are for communal prayer and serve as centers for the community. Besides the main prayer room, there are rooms for washing, for studying and for teaching children. There are often fountains outside.

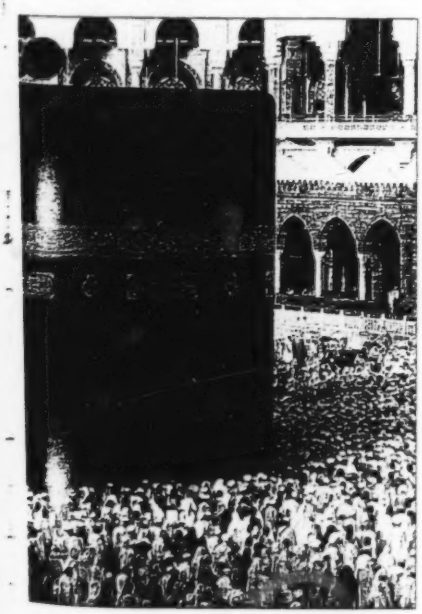
At the set times for the five daily prayers, verses from the Sunnah are relayed, often by loudspeaker, from one of the towers of the mosque. This acts as a call to prayer. The person who recites the verses is called the muezzin (mu'adhin).

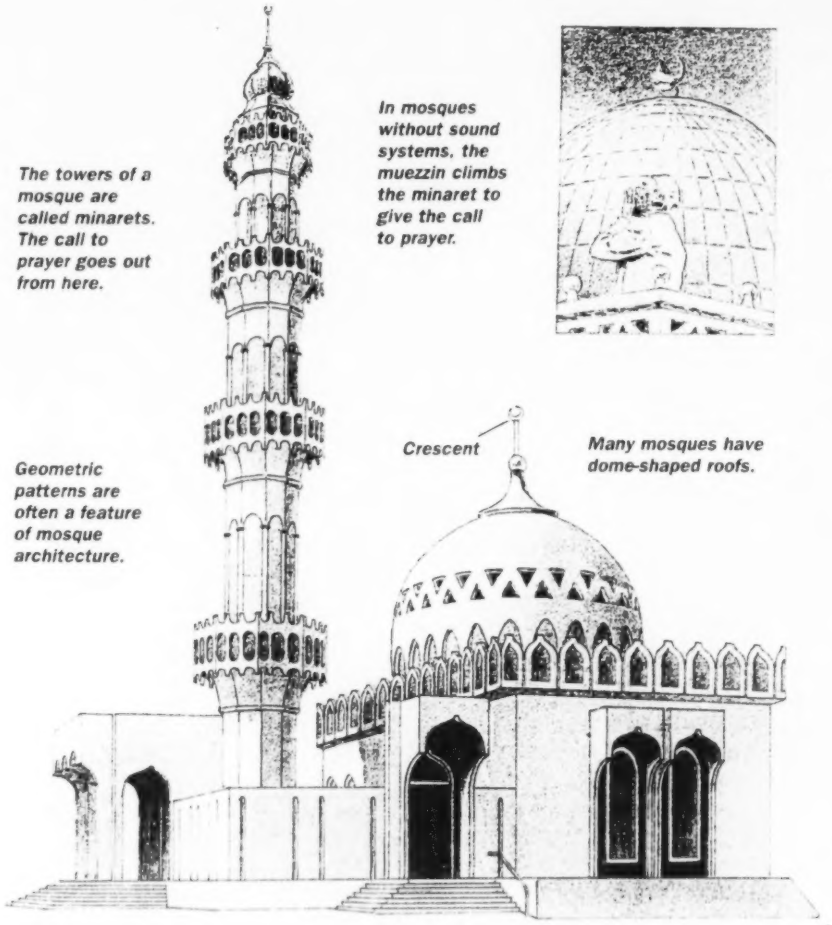
All male Muslims are expected to attend the mosque on Fridays for noon prayers. Women who go to the mosque usually sit separately from men. The direction of Mecca is indicated by an arched alcove or a decorated panel in the wall.

The prayer leader is called the imam, which means man of knowledge. Imams are appointed by the mosque.

Star and crescent

Some mosques have crescents or crescents and stars on them. These have no real religious significance but came to be associated with Islam: the crescent because of Islam's lunar calendar; stars because the Koran speaks of stars as being among Allah's signs.





The towers of a mosque are called minarets. The call to prayer goes out from here.

In mosques without sound systems, the muezzin climbs the minaret to give the call to prayer.

Crescent

Many mosques have dome-shaped roofs.

Geometric patterns are often a feature of mosque architecture.

Festivals

Id-ul-Fitr is a festival which takes place at the end of the fast of Ramadan. People attend special prayers at the mosque and give food to the poor. They eat celebratory meals, visit friends and relations, and exchange presents and cards. This is a time of thankfulness for Allah's many blessings and for his help during the fast.

Id-ul-Adha is celebrated by Muslims who are at home while others are on Hajj. It commemorates an event reported in the Koran and also, in slightly different versions, in the Torah and in the Old Testament.

Ibrahim was asked by God to sacrifice his beloved son, Isma'il, to show his obedience. Just as Ibrahim was about to kill Isma'il, God provided a ram to take Isma'il's place. The festival celebrates both Ibrahim's faith and God's mercy.

At Id-ul-Adha an animal is slaughtered and the meat shared with the poor.

The Jihad

A person's inner struggle to live a good life is known as the Jihad. For many Muslims, the Jihad also includes the holy duty to try to win others over to Islam by setting a good example in their lives. They believe that the solution to world problems would be a worldwide Islamic state.

Muslim dress

Both men and women should dress modestly and not try to appear attractive to the opposite sex by displaying their bodies. Women should cover their head, arms and legs. In some places it has become the custom for women to cover their faces, too, when outside the home, although no hard and fast rules about this are laid down in Islamic scriptures.

Anything which threatens family life, such as the possibility of affairs outside marriage, is to be avoided, and men and women are not usually allowed to mix freely.

Dress rules are interpreted differently in different places and by different people.

Women wear veils in some countries.

Muslim diet

In Islam, all meat must be halal (permitted), which means it has to have been prepared in a certain way. The name of Allah must be mentioned while the animal is slaughtered, and the blood, which is considered unclean, must be allowed to drain away. Muslims do not eat pork, because they believe that it is unclean.

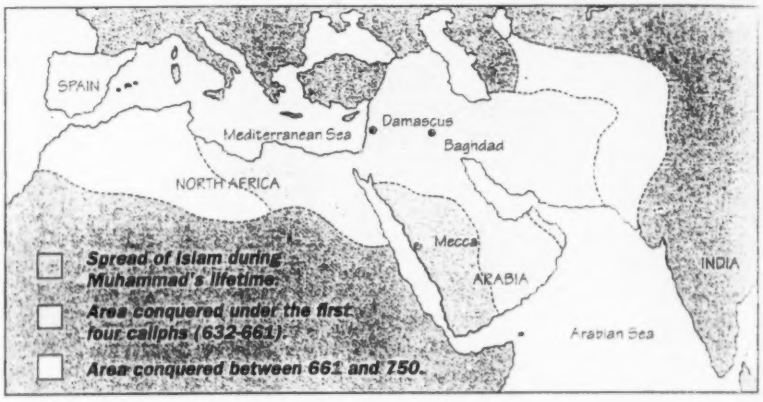
Alcohol is forbidden, because drunkenness makes people forget that they have duties to Allah, such as prayer.

The spread of Islam

After Muhammad's death, Islam was led by a succession of caliphs (caliph means successor). The first of these was Muhammad's friend, Abu Bakr, and the fourth was his cousin and son-in-law, Ali.

The caliphs waged many wars with the aim both of defending Islam and spreading it. People in conquered countries were supposed to be allowed to keep their religion but had to pay extra taxes, as they were excused from zakah (see page 40) and from military service.

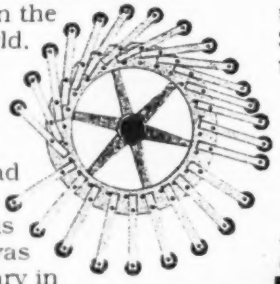
This map shows how far Islam spread in just over 100 years following Muhammad's death. In 661 the center of Islam moved from Mecca to Damascus in Syria and in 750 it moved from Damascus to Baghdad in Iraq, where it remained for the next 500 years.



Muslim scholarship

Mathematics and science, including medicine and astronomy, as well as art, all flourished in the Muslim world, especially between about 900 and 1200.

In Baghdad a "house of wisdom" was built; this was a great library in which the caliph (see above) wanted to collect copies of all the books in the world.



A perpetual-motion machine described in a book on waterwheels, which was written in the heyday of Muslim scholarship.

It was Muslim scholars who introduced many of the works and ideas of the Ancient Greeks and Persians to Europeans. They also adopted and established the decimal system of numbers and the concept of zero from India.

7=VII

Arabic numeral (left) and Roman numerals used previously.

The Muslims in Spain

The Muslims conquered much of Spain and Portugal in the 8th century and ruled there right up until the late 15th century, when Spain and Portugal joined forces to overthrow them.

Muslim, Jewish and Christian scholars were all active in Spain at this time. As early as the 10th century, the town of Córdoba had 70 libraries.

A courtyard in the Alhambra, a Muslim palace, at Granada in Spain.

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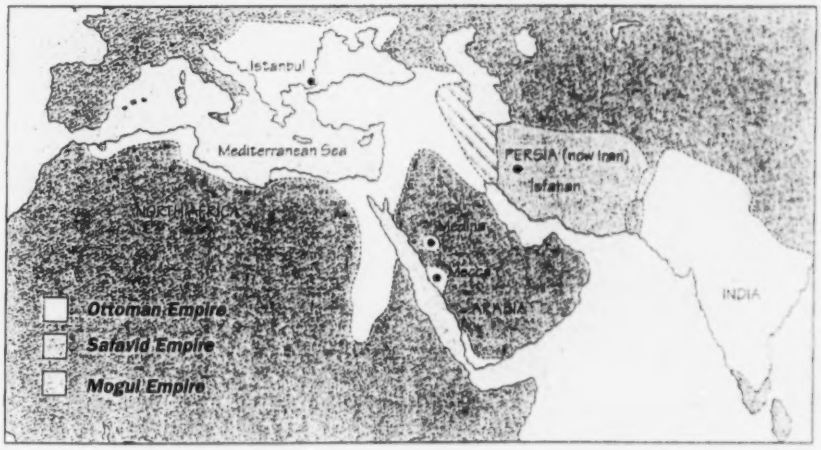
Later Islamic empires

In the 16th and 17th centuries three powerful Islamic empires were at their height. They were all renowned for the splendor of their rulers' courts.

The Ottoman Empire lasted the longest of the three, from the 14th century right up until 1923. It first spread outward from what is now Turkey. By the end of the 15th century, the Muslims had conquered most of the Christian Byzantine world including Constantinople, which they renamed Istanbul.



This map shows the three Islamic empires.

The Shari'ah

The religious laws of Islam are called the Shari'ah, which means the clear, straight path. The sources for the Shari'ah are the Koran and the Sunnah. The Shari'ah gives comprehensive guidelines on matters ranging from personal behavior to conducting matters of state.

In strongly Muslim countries such as Saudi Arabia and Iran, there is little difference between religious laws and the laws of the country. In general, Islam has strict prohibitions and penalties for crimes which are seen to threaten society. The Shari'ah calls for the death penalty for crimes such as murder.

Muslims living in non-Muslim countries are sometimes torn between the need to conform to the laws and customs of the country and the desire to follow the rules of Islam as the Koran dictates. For example, school sports uniforms of shorts or leotards can threaten the Islamic dress code and the publication of books considered blasphemous (which treat Allah with disrespect) can cause offense.

Muslim girls sometimes wear tracksuit trousers under their sports skirts.

Sunni and Shi'ah Islam

About 90 percent of the world's Muslims are known as Sunni Muslims. Sunni means "the path shown by Muhammad".

Shi'ah religious leaders holding a meeting.

Although a much smaller movement than the Sunni, Shi'ah or Shi'ite Islam is dominant in Iran and exists in many other Muslim countries, including southern Iraq, Lebanon and Bahrain.

The main difference between the Sunni and Shi'ah traditions is that Shi'ism does not recognize the first three caliphs and sees the fourth, Ali, as Muhammad's first true successor.

Leaders of Shi'ism in Iran are called ayatollahs, which means "a sign of Allah".

Sufism

Sufi Islam stresses more the idea of a personal relationship with God and less the laws of Islam. Sufi worship includes music, chanting and dancing. Sufi dancers are sometimes known as whirling dervishes. Dervish means wandering beggar: the first Sufis were holy men who lived without possessions.

Whirling dervishes in Turkey.

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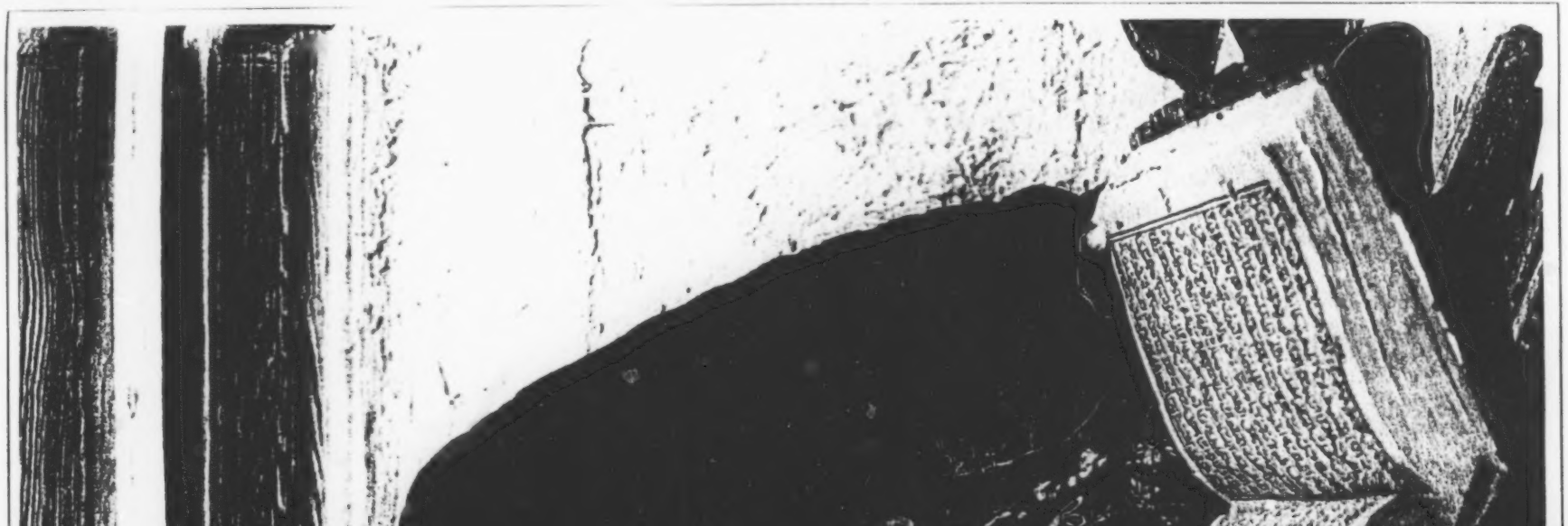
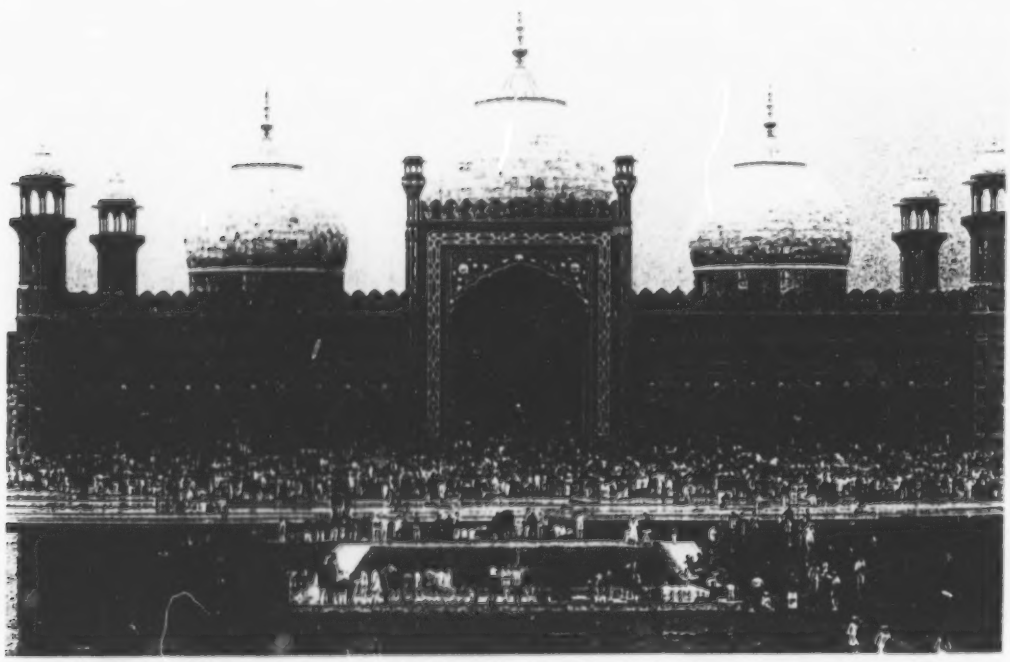


Though he was a successful merchant, Muhammad was not happy with life in Mecca. He thought that people cared too much about money. He was disturbed by all the fighting, gambling, and drinking in the city, and he questioned the worship of idols. He wondered what the true religion was.

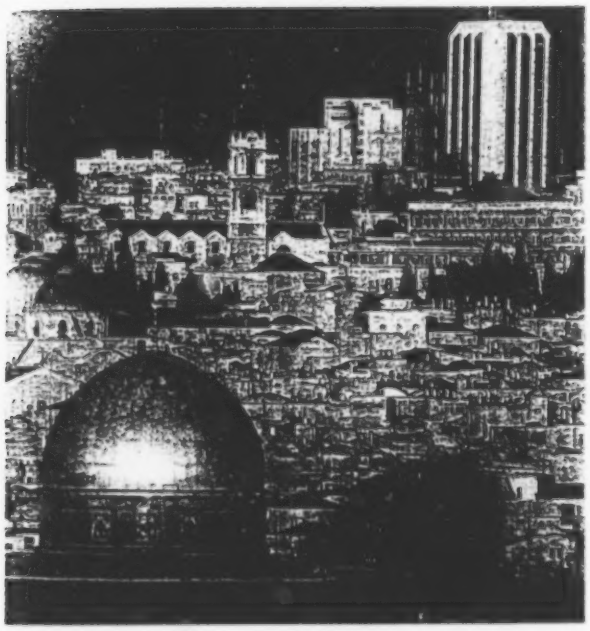
Muhammad spent many long, lonely hours in a desert cave, praying for answers. One day when he was about forty, he heard a voice tell him to "recite"—to listen to the words of God and repeat them.

Fearing for his sanity, Muhammad rushed home and told his wife, Kadijah, what had happened. Eventually, Kadijah and other members of his family helped him understand that he was going to be a prophet—a person who receives revelations, or messages from God, then tells people what God has said.

For the next twenty years, Muhammad heard the mysterious voice again and again. He believed that it was the angel Gabriel, giving him messages from Allah. Allah was the chief god of the many gods and goddesses whom the Arabs worshiped. But the voice said that Allah was all-powerful and was the one and only God.



THE BADSHAHI MOSQUE IN PAKISTAN IS ONE OF THE LARGEST MOSQUES IN THE WORLD. IT HOLDS NEARLY 100,000 WORSHIPERS.



THE DOME OF THE ROCK

Islam has close connections to Judaism and Christianity. Muslims trace their ancestry back to Abraham, and they respect Hebrew and Christian scriptures.

Jerusalem is a holy city for Muslims as well as Christians and Jews. The Dome of the Rock, which stands near the Western Wall in Jerusalem, was built on the spot where, according to followers of Islam, the angel Gabriel brought Muhammad up to heaven to meet with Abraham, Moses, and Jesus. This golden-domed building, erected in 691, is sacred to Muslims and is considered by many to be the most beautiful structure in all of Jerusalem.

Muhammad tried to share Allah's messages with the people of Mecca. He told them that Allah was all-seeing and all-knowing, and that everyone was equal in Allah's eyes. Muhammad also told people how to live their lives. He told them not to drink or gamble and to be kind to widows, orphans, and animals.

Many people in Mecca did not like Muhammad's message. For one thing, merchants made a great deal of money selling religious articles to idol worshipers. Muhammad was pelted with stones and dirt and threatened with death many times, until finally, in the year 622, he fled to Medina, a city north of Mecca.

In Medina, many people were eager to hear Muhammad's teachings. There he built the first mosque—the Islamic house of worship—and formed the first Islamic community.

Eventually, Muhammad and his army of followers returned to Mecca and took over the city. They destroyed all the idols and turned the area around the Kaaba into a mosque. Then Muhammad dedicated the mosque to Allah.

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Those who accepted Muhammad as God's prophet came to be called Muslims. Their religion came to be called Islam, which means "to surrender to God," or to submit oneself completely to God's will.

By the time Muhammad died, all of Arabia had surrendered to Allah, the all-powerful God of the universe.

A MUEZZIN, OR CALLER, CALLS MUSLIMS TO PRAYER FROM A TOWER ATTACHED TO A MOSQUE, CALLED A MINARET.

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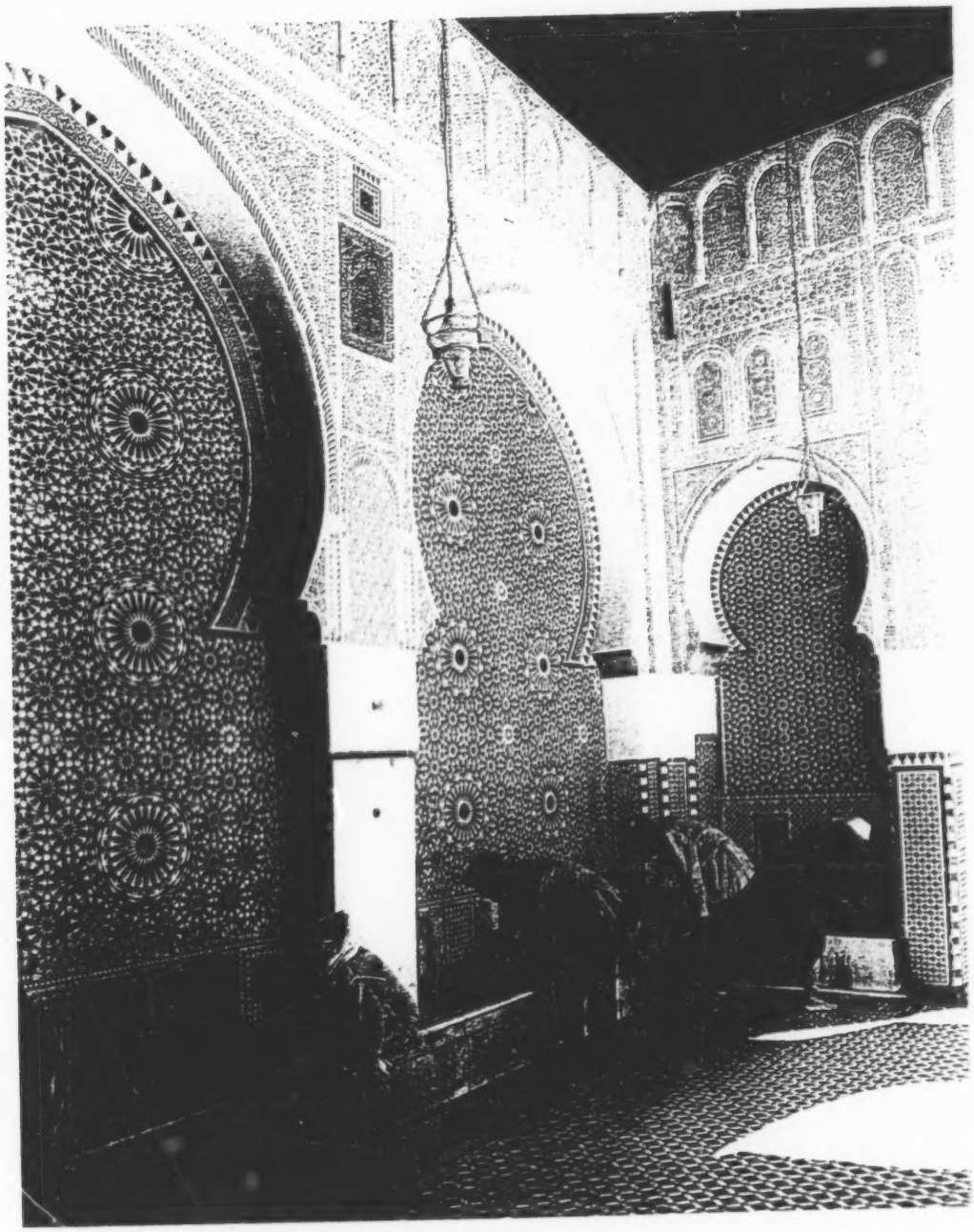

TO SHOW RESPECT FOR ALLAH, MUSLIMS WASH THEIR HANDS, FEET, ARMS, AND FACES IN A SPECIAL PART OF THE MOSQUE BEFORE PRAYING. PICTURES OF LIVING BEINGS ARE FORBIDDEN BY THE KORAN, FOR FEAR THAT MUSLIMS MIGHT WORSHIP THESE IMAGES RATHER THAN ALLAH. SO MOSQUES AROUND THE WORLD HAVE BEEN DECORATED WITH BEAUTIFUL DESIGNS CALLED ARABESQUES. THIS ONE IS IN THE CITY OF FEZ IN MOROCCO.

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Muhammad taught in beautiful, poetic language that he said came directly from Allah. He himself could not read or write, but his followers wrote down his revelations on stones, leaves, and the bones of animals. Later, these writings were gathered into a holy book called the Koran, the Arabic word for "recitation." The Koran also includes many stories that appear in Jewish and Christian scriptures.

MUSLIM WOMEN AT THE ISLAMIC CULTURAL CENTER IN NEW YORK CITY. FEMALE WORSHIPERS COVER THEIR HEADS AS A SIGN OF RESPECT FOR ALLAH, AND PRAY IN A SECTION OF THE MOSQUE THAT IS SEPARATE FROM THE MEN.

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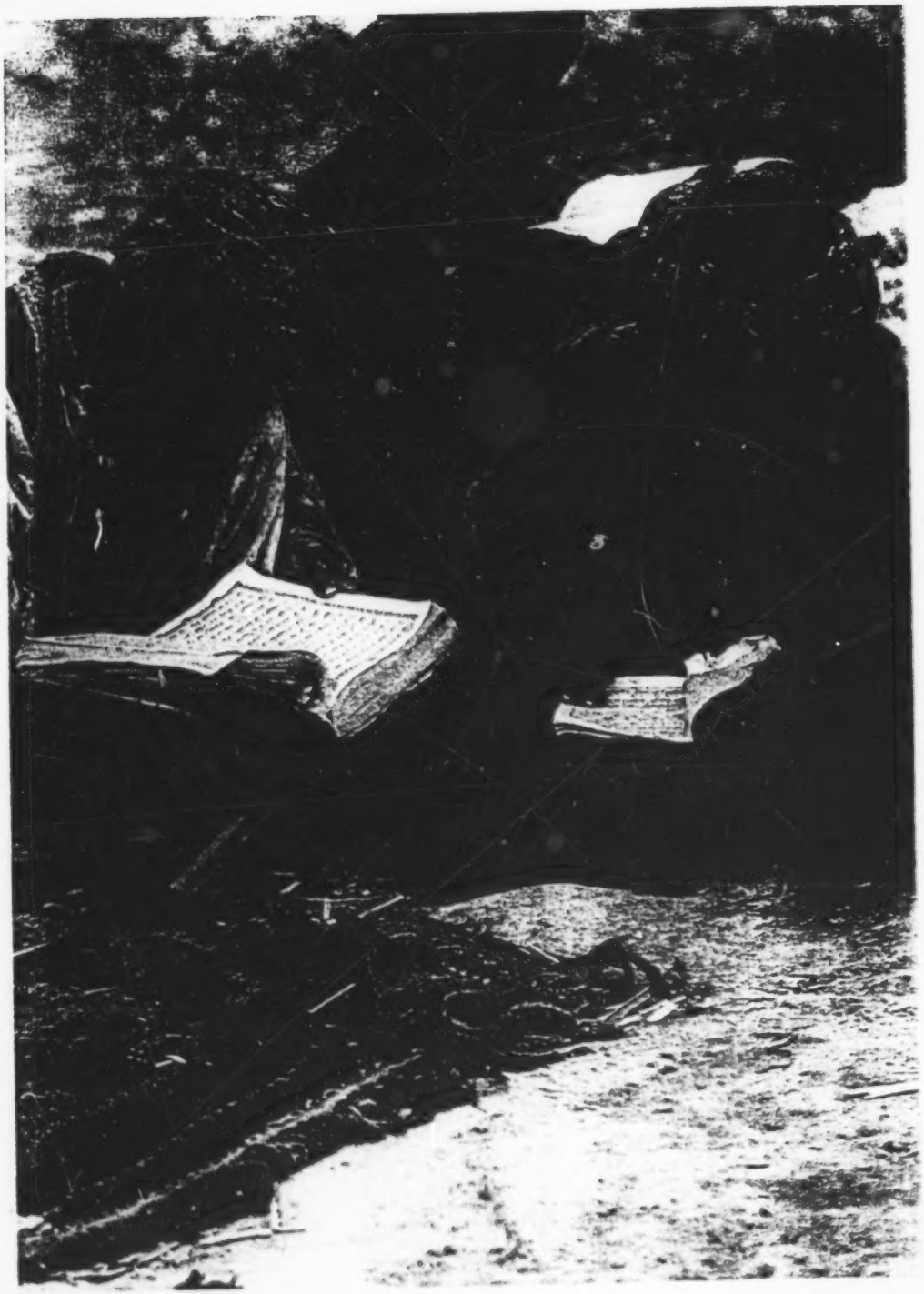

CHILDREN IN NORTHERN AFRICA STUDYING VERSES FROM THE KORAN. ISLAM HAS BEEN A PRESENCE IN AFRICA FOR A THOUSAND YEARS.

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A young Muslim boy kneeling in a Chicago mosque during Eid-ul-Fitr, the celebration at the end of Ramadan. There are over three million Muslims in North America.

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Today Muslims everywhere consider the Koran the divine word of God. It may also be the most memorized book in the world, as many Muslim children first learn to read by reciting daily from the Koran.

Although Islam is the youngest of the seven major religions, it is the second largest religion in the world. Nearly one billion people today are Muslims.

Muslims believe in five duties, which are called the five pillars of Islam. Just as the pillars of a building help support its roof, the five pillars help support the Islamic religion.

The first duty is *shahada*, or declaration of faith. Every Muslim must say these words and deeply believe them: "There is no God but Allah, and Muhammad is his Prophet and Messenger."

The second duty is *salat*, or prayer. Every Muslim must pray at least five times a day: at dawn, noon, midafternoon, sunset, and before bed. Wherever they happen to be at these times, worshipers face the Kaaba at Mecca, Islam's holiest city, and pray.

At each prayer time, a muezzin, or caller, climbs up a tower in the local mosque and calls out a chant to remind Muslims to pray. Nearly every Islamic neighborhood has a mosque, which means "a place of kneeling." Worshipers may pray inside the mosque at any time. On Fridays, Muslims join together at the mosque in a special session of community worship. In those sessions, the imam, or mosque leader, recites from the Koran and gives a sermon.

The third pillar of Islam is *zakat*, or almsgiving. Every Muslim should give a part of his or her income to the poor.

The fourth pillar is *sawm*, or fasting. Muslims fast during the holy month of Ramadan, which celebrates the month that the Koran was revealed to Muhammad. During Ramadan, adult Muslims do not eat or drink during the daylight hours. Activity slows down for the day, and people take more time to pray

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and concentrate on their love and need for Allah. Fasting during Ramadan not only teaches self-discipline, it also makes Muslims feel greater sympathy for the poor.

During Ramadan, Muslims celebrate the Night of Power—the night Muhammad first heard the voice of the angel Gabriel. The joyful Feast of Fast Breaking, or Eid-ul-Fitr, celebrates the end of Ramadan. For three days, families and friends gather to share food and gifts. In many Islamic countries, the Eid is a national holiday.

The fifth pillar is *hajj*, or pilgrimage. A pilgrimage is a special journey to a sacred place. All Muslims are expected to make a pilgrimage to the holy city of Mecca once during their lives. Dressed in white, the pilgrims perform certain rituals while they are there. They go to the Great Mosque and walk around the Kaaba seven times, each time kissing the sacred Black Stone in its wall. And they celebrate the Feast of Sacrifice, which involves the killing of sheep, goats, or camels as an offering made to Allah. The meat from the sacrificed animals is often given to the poor.

Only Muslims are allowed to enter Mecca. Every year, about two million come to the holy city from all over the world—from Africa, Indonesia, Bangladesh, Pakistan, the United States, and many other lands. In Mecca, different nationalities come together like members of the same family. The pilgrimage unites Muslims in their great love for Allah and in their respect for Allah's human messenger, the prophet Muhammad.

▸Pilgrims pray at the Kaaba, the square building in the center of the picture, where the sacred Black Stone is located. Muslims regard the Kaaba, in Mecca, Saudi Arabia, as the holiest spot on earth.

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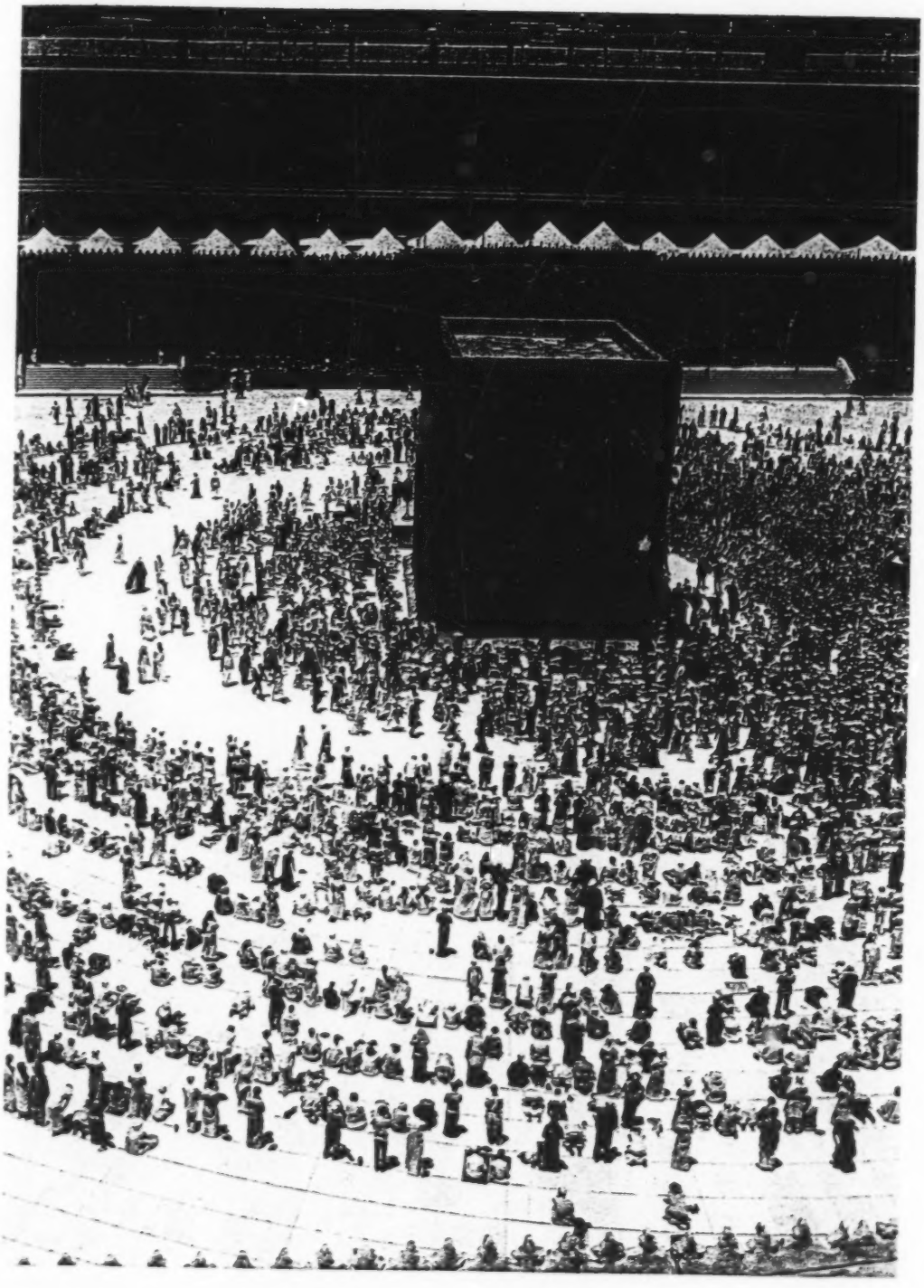

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